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ABSTRACT

Due to funding cutbacks resulting from the Title XX Social Services Block Grant, ongoing inservice education for teachers in the Berks County, Pennsylvania, Intermediate Unit Child Care Program had not been provided for over 2 years. To meet the need for inservice training, a practicum was designed and implemented to (1) increase inservice education for child care providers at a minimal cost to the program; (2) generate ideas that child care staff members would use in their centers; and (3) disseminate educational information, techniques, and materials related to the inservice sessions through networking. The practicum addressed the inservice needs of 78 Title XX early childhood caregivers in 18 centers and their administrators by providing a university-sponsored conference, a series of workshops, and networking opportunities. Much of the labor of conference presenters and workshop consultants was donated. Assessment on specially designed questionnaires indicated that practicum goals were attained. All child care respondents and administrators recommended that the inservice education program be continued. (Numerous related materials are appended, including instruments used to gather data.) (RH)

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SEP 4 1984

Providing In-service Education at a Minimal Cost for Title XX Early Childhood Caregivers Through a Conference, Workshop Series, and Networking

Major Practicum Submitted to the Faculty
of the Early Childhood Program in Candidacy
for the Degree of Doctor of Education

By

Susan Anderson Miller

Nova University
Cluster 11 - Delaware
August, 1984

Acknowledgments

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Abstract

Providing In-service Education at a Minimal Cost for Title XX Early Childhood Caregivers Through a Conference, Workshop Series, and Networking
Miller, Susan A., 1984: Practicum Report, Nova University, Ed.D. Early Childhood Education Program
Descriptors: Child Caregivers/Conferences/Continuing Education/Day Care/Federal Aid/Federal Programs/Information Networks/Inservice Teacher Education/Linking Agents/Networks/Preschool Teachers/Teacher Education/Teacher Workshops/Workshops

This practicum addressed the expressed need and desire of 78 southeastern Pennsylvania Title XX early childhood caregivers in 18 centers and their administrators for ongoing in-service education after a two-year absence of training. In a review of the literature, this educator found that due to recent funding cutbacks nationwide, training services for educators had been seriously curtailed or eliminated throughout the country, as well as locally.

This educator's goals were: (1) to increase ongoing in-service education for the child care providers at a minimal cost to the program; (2) for the staff members to receive ideas which they would utilize in their centers; and (3) through networking, according to their individual and program needs, for the day care workers to share educational information, techniques, and materials related to the in-service sessions. In addressing these objectives, this educator arranged for the voluntary participation by the staff members in a large, one-day, regional, university-sponsored, early childhood education conference and a monthly series of eight, two-hour workshops provided free of charge by outside consultants.

The results of this practicum indicated that the goals were attained by achieving and surpassing most of the standards of performance. It was recommended by 100% of the child care respondents and the administrators that this in-service education program continue.

Chapter 1

Introduction

Educator's Role, Responsibilities, and Work Setting

Kutztown University, the sixth largest university of fourteen in the Pennsylvania State System, had a spring 1983 undergraduate enrollment of approximately 5,000 and a graduate enrollment of almost 500 students. Resident students numbered 2,300. The majority of the students listed their home residence as Berks, or neighboring Lehigh, Schuylkill, and Carbon counties, while a large number were from the Philadelphia area. With 325 faculty members, Kutztown University offered degrees in Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts as well as master degrees in eight subject areas (Erdmann, Note 1).

Kutztown University began in 1866 as Keystone Normal School, a teachers' training college. As the result of Act 188 which was signed into law during the fall of 1982 by the Governor of Pennsylvania, the state colleges officially became universities on July 1, 1983. Prior to this, the university was referred to as Kutztown State College.

Although diversified in its goals today, Kutztown University nevertheless was maintained as a center for the "preparation of able and dedicated teachers" (Kutztown, Note 2, p. 10). Kutztown had a rather unique program in the State University System whereby the 196 early childhood/elementary education majors were afforded the opportunity of dual certification (Fritch, Note 3). Two graduate early childhood courses were offered each year.

The university additionally responded to requests for off-campus early childhood education undergraduate courses by the Berks County Intermediate Unit Title XX child care workers and Head Start staff members. One course each semester was taught in Reading after the staff members' working hours.

Founded just over 100 years ago, the Kutztown University Laboratory School offered educational experiences on campus for preschoolers, college students, and educators from the surrounding area. Housed on the second floor at the Research and Learning Center, the Early Learning Center preschool suite was self-contained.

The fifteen 5-year-olds in kingergarten attended for a full-day, five hour session. The 28, mixed-aged, 3-and-4-year-old nursery children were present for a two hour, five-day-a-week morning or afternoon program.

This educator, a previous Director of the Berks County Intermediate Unit Title IV A Day Care Program, was an Associate Professor of Education at Kutztown University. Prior to designing and implementing the nursery program at the laboratory school, she taught the kindergarten level children there for two years. She was involved with the Early Learning Center program for the past 11 years where she was primarily responsible for the nursery children. Together, she and Mrs. Sandra Fisher, kindergarten supervisor, coordinated the open classroom in a team approach.

Other members of the Early Learning Center staff were two student teachers each quarter. This educator directly supervised one student teacher's classroom experiences.

Five classroom aides under the work-study program were hired for ten hours a week to assist children with learning experiences, handle clerical matters, design art projects, etc. Part of this educator's job at the Early Learning Center was to plan and coordinate the aides' duties.

Both educators cooperatively developed curriculum, budgeted for and ordered supplies, directed orientation programs, coordinated schedules, evaluated preschool and college students' progress, demonstrated lessons and techniques, taught college classes related to early childhood topics, and acted as a resource for preschool parents. A part-time coordinator, housed in another building, met regularly with the staff to assist with some of the administrative tasks.

Additional college duties included serving on university-wide and departmental committees. For the past eight years this educator had been involved with the department sponsored Red Balloon Early Childhood Education Conference. Over the years, she chaired most of the committees for this conference. This year, she was the Coordinator for the Red Balloon Conference which serviced 658 early childhood educators and university students in the southeastern Pennsylvania and bordering states area.

This educator gained experience directing conferences when she coordinated the department Bilingual Multicultural Conference for students enrolled in the professional semester, student teachers, and local educators. She also was responsible for organizing all-day orientation sessions and follow-up training for day care staff members in a brand-new program when she was the Coordinator of the Title IV A Reading School District Child Care Program.

The university encouraged its faculty to offer community service and act as consultants in their field. This educator had been a paid early childhood consultant with the firms of Reading-based Ryan and Jones for Title IV A Day Care training and Careers with Children for Title XX Child Care in-service education workshops. She presented a variety of topics gratis to such audiences as: local PTA groups, Berks County Title XX and Head Start staff members, the city of Allentown Teachers' Association, child care workers at the state-wide Pennsylvania Association of Child Care Agencies' Conference, teachers at the regional New England Kindergarten Conference, and early childhood professionals and parents at the National Association for the Education of Young Children Conference. In a combined, partnership program with the Berks, Carbon, and Lehigh County Intermediate Units and the university, this educator offered in-service, "mini," extension courses to local teachers at both on- and off-campus sites.

This educator's primary concern was first to provide a sound educational program for the preschoolers at the Early Learning Center and their families based upon their individual needs. Her next responsibility was to the many college students and local educators who needed assistance with observations, ideas, information, techniques, materials, demonstrations, and evaluations. Finally, she had an obligation to the university of reaching out into the community where she acted as a consultant and served on committees to aid in clarifying the role, ideas, and ultimate positive growth of higher education in relationship to the needs of today's society.

Description of the Community

Kutztown University was located on the edge of Maxatawny Township where it overlooked the Borough of Kutztown with its population of 4,040 residents (Berks County, June 1981). The 25.9 square miles of the rural township was bound by the Saucony and the Maiden Creek flood plains. The township was situated in the easternmost portion of Berks County, the eleventh most populated of 67 counties in Pennsylvania with 312,509 inhabitants (Berks County, June 1981).

This county of 864 square miles was in the shape of a diamond. Located in the southeastern part of Pennsylvania, Berks County was 56 miles northwest of Philadelphia. Sections of the Blue and South Mountains, two ridges of the Appalachian Mountain chain, formed its northern and southern boundaries, with elevations averaging about 640 feet above sea level. The Schuylkill River and several of its main tributaries drained almost the entire county (Berks County, 1982).

Approximately 50% of Berks County was devoted to agriculture. The farmers raised mainly poultry and dairy products in this fertile Great Valley of Pennsylvania. It was one of the leading agricultural counties in the state with its 2,110 farms (Berks County, 1982).

Also an important industrial county, Berks had 594 manufacturing establishments. These companies employed 56,254 workers. The chief products manufactured were textiles, metals, and food (Berks County, 1982). Reading was known as the "Outlet Capital" of the United States because of the vast amount of clothing manufacturing that occurred in the area.

Nation-wide, the manufacturing division had shown a decrease in both the number of establishments and level of employment. This was also true in Berks County. The percentage of unemployment for the state and county were identical for April of 1982 at 10.3%. This rate was above that for the country, however, which was 9.2% (Berks County, 1982).

The per capita income for Berks County in 1979 was $8,956 which was comparable with that of the state. The City of Reading, which was the county seat located in the center of the county, had a 1977 per capita income of $5,208. The 1979 Pennsylvania Personal Income Tax Returns for Berks County showed a $11,181 median taxable income (Berks County, 1982).

Ranked ninth in the state, Berks had 119,937 housing units which showed an 18% increase over the decade (Berks County, May 1981). The median value for the housing units was $39,000 (Berks County, 1982).

The variety of housing in the county was enormous: large farms; small older homes in rural towns with general stores; trailer parks and individual trailers; large and small new developments in former farm fields; private estates; prefabricated town houses; apartments; and city row homes.

The county's largest municipality, Reading, which was located 16 miles from Kutztown University, had a population of 78,686. Other municipalities in Berks County included 30 boroughs, none exceeding 6,500 in population, and 44 townships. Approximately half of these boroughs were within the Reading urbanized area. The population for inside urbanized areas was 173,450, whereas the rural count was 123,607 (Berks County, 1982).

The predominate group in Berks County was white with 297,637 individuals. Persons of Spanish origin were the next largest group with 9,013 people. Blacks were ranked third with 7,722 individuals (Berks County, 1982).

The Swedes first settled this area (Seltzer, 1962); however, the German "Pennsylvania Dutch" influence was the predominate culture today. A nationally known Pennsylvania Dutch festival was held each summer in Kutztown. The conservative, smaller towns and older sections of Reading were characterized by spotless streets of attached homes in a German architectural style. The Pennsylvania Dutch dialect was spoken in many stores and by numerous adult residents, particularly in the rural areas.

The figures in Appendix A related directly to this practicum which dealt with the Berks County Child Care Program administered by the Pennsylvania regional school district, Intermediate Unit #14. The 1980 population data listed 18,917 children under 5 years of age with a further breakdown of 17,187 white, 1,391 Hispanic, and 703 Black youngsters (Berks County, 1982). Ninety percent of the Black and Hispanic children resided in the city of Reading (Berks County, May 1981).

Specifically, under each age category there were the following number of children in Berks County: 4,045 under 1 year; 7,604 between 1-2 years; 7,268 between 3-4 years; 3,690 at 5 years; 3,775 at 6 years; and 12,809 between 7-9 years. In the Berks County population projections for 1990 and 2000 there were large increases in number for this particular young age level (Berks County, 1982).

The Berks County Intermediate Unit child care center staff members who received in-service education as a result of this practicum taught a total number of 482 children: 95 infant/toddlers, 301 preschoolers, and 86 school-age children. A waiting list for center care of 97 youngsters existed (Wunder, Note 4). According to the Berks County population projection figures, the waiting list would only grow unless this program was expanded.

In order to have been eligible for this child care program funded by Title XX monies, the child's mother had to be working or engaged in some type of training (Schaeffer, Note 5). The parents in the program supported their families locally in such occupations as picking in the mushroom houses in rural Temple, sewing garments in the city of Reading, or twisting pretzels in a factory in suburban Shillington.

Financial considerations according to family income were varied, however, as the total BCIU program figures showed for the children eligible for free or reduced-price meals according to the criteria set forth in the National School Lunch Act. In November 1982, 140 children were not eligible, 165 children were eligible for reduced-price meals, and 295 were eligible for free meals in the BCIU Child Care Program. According to the guidelines which were effective thru June 1983, in order to receive free meals the income for a family of four had to be below $12,090 and below $17,210 for reduced-price meals (Zettlemoyer, Note 6). In 1977 the median family income for a family of four in Berks County was $16,718 (Community, 1979).

The 78 BCIU staff members worked in 18 different centers dispersed throughout the county (Schaeffer, Note 5). Fourteen centers were located in various sections of the city, whereas four were in rural areas in scattered parts of the 864 square mile county. The centers were housed in churches, a hospital, a city housing authority building, an armory, and schools. Obviously the centers served diverse populations with a variety of rural or urban, as well as cultural, influences.

What all of this data meant was that each child, family, staff member, and center had a different educational need and focus. It was up to this educator to take into account all of the varied backgrounds and information noted here as she assisted the staff members in developing a network during the coordination of their in-service education.

Chapter 2

Study of the Problem

Description of the Problem Situation

The Berks County Intermediate Unit #14 was a state-funded, administrative subdivision that mediated between the Pennsylvania State Department of Education in Harrisburg and the local school districts. It coordinated such activities as vocational schools and special education services (Lytle, 1977, p. 267). The BCIU #14 sponsored the Berks County Intermediate Unit Community Preschool and Child Care Programs. It was responsible for budgeting funds for the 18 Title XX Day Care Center Programs with state block grant monies that were channeled from the state of Pennsylvania to the Berks County Commissioners to the Berks County Intermediate Unit (Rightmire, Note 7).

The Title XX Amendments to the Social Security Act providing for day care assistance were passed in January 1975 (Hastings, 1982; Prosser & Haberkorn, 1976). Prior to this, the BCIU Child Care Program was supported by funds from Title IV A of the Social Security Act.

On August 13, 1981 Public Law 97-35, The Omnibus Budget Reconciliation Act of 1981, was passed under President Ronald Reagan's administration. This act provided for a reduction of outlays for the federal years 1982-1984 spending programs under the House and Senate jurisdiction (Legislative, 1982 a). A portion of the act, the "Title XX - Block Grants to States for Social Services," had as its purpose the consolidation of federal assistance to the states into a single grant (Legislative, 1982 b).

This act had a serious impact and reduction on the state funding of the BCIU Title XX Child Care Program (Fisher, Note 8; Rightmire & Schaeffer, Note 9). For example, with the elimination of the state matching requirement of 25%, the states no longer opted to spend money on Title XX services (Morgan, 1981, p. 34). Also, nationally "the single largest day care program, Title XX, was cut from $3.1 billion to $2.4 billion" (Goodman, 1983, p. 9).

These national and state funding cuts filtered down to the local BCIU Child Care Program with disasterous results. Budget reductions of $200,000 were imposed on the local Title XX educational program (Appendix B). One immediate problem of the financial cutbacks was a loss of training for the day care staff. No ongoing in-service education was provided for the 78 Title XX center teachers or 12 substitutes (Rightmire & Schaeffer, Note 7).

In the early 1970s the state contracted with a consulting firm, Careers with Children, to provide the training for all state-wide Title XX Day Care Programs (Miller, Note 10). On July 1, 1981, Careers with Children, after almost 10 years of educational in-service to Pennsylvania Title XX Day Care personnel,ceased to exist. When the state realized the impact that the Omnibus Reconciliation Act was about to have on funding, it terminated the Careers with Children training contract. This left a void in professional, outside training for the BCIU Child Care Program staff members (Schaeffer, Note 5).

The local BCIU program did not receive additional funds from the Berks County Commissioners to hire their own outside consultants. Other urgent budgetary matters, such as center consumable supplies and worn-out, unsafe center equipment received a priority rating over teacher training requests (Rightmire, Note 7).

The only training the staff received from the outside since the demise of Careers with Children in 1981 was a water safety program offered by the American Red Cross (Schaeffer, Note 5). At the staff members' request, this training session was designed to assist those teachers whose children were involved with a summer swimming program.

The staff members who were interested in the water safety topic were required to attend the education sessions at the Red Cross Administration Building in Reading at the end of the school day. The location was not convenient for all of the child care providers. The time was not appropriate either as many of the teachers were tired at the end of the day. Some of the staff had completed their working hours by 1 o'clock and found it inconvenient to wait for a late meeting. Other staff members cited dinner-time family responsibilities as a drawback to these sessions (Schaeffer, Note 5).

Also in 1981, the Educational Coordinator for the BCIU Child Care Program, Sue Hovden, resigned (Appendix B). Part of the job description of the Educational Coordinator was to orient new staff and substitutes, as well as to provide educational training for the staff members already teaching in the program. She was required to coordinate the services of outside consultants as related to the staff's needs and requests for in-service education (Schaeffer, Note 5).

At this time, on the local level, the BCIU Child Care workers were involved in Pennsylvania Social Service Union contract negotiations. Since additional funding was not available in the budget for salary increases of any significant amount, it was determined by the negotiating team not to replace the Educational Coordinator. Instead, the salary from her position was dispersed to the staff to increase their salaries (Schaeffer, Note 5).

This local situation related to the national scene. New child care regulations were issued in March 1980 (Almy, 1981, p. 228) to replace the Federal Interagency Day Care Requirements (FIDCR). These regulations which were incorporated into Title XX of the Social Security Act in 1975 were postponed until July 1, 1981 as the result of a provision of the Omnibus Reconciliation Act of 1980 (Collins, 1983, pp. 6-7). The new FIDCR regulations included a very important requirement that the states were to provide training both for family day care providers and center staff. The states were mandated "to establish and implement a plan for making training available to all caregivers serving Title XX children" (Snow, 1982, p. 108).

> Subsequent action by Congress further postponed the effective date of the child care regulations, until in 1981, through the amendments to Title XX of the Social Security Act set forth in the Social Services Block Grant legislation, any federal child care regulations were effectively eliminated. Child care services carried out with block grant funds must now comply with applicable standards of state and local laws (Collins, 1983, p. 7).

As the state of Pennsylvania and the local BCIU did not have any specific requirements or standards for educational training, it was difficult for the BCIU Child Care Program staff and administrators to place a priority rating on in-service education. When they requested funding for training, the BCIU gave consideration to more urgent items first. In this light, without training standards, it made sense to a negotiating committee to eliminate one job in order to increase the salaries for many personnel (Schaeffer, Note 5).

After the loss of the Education Coordinator's position, an attempt at informal in-service education was undertaken by the BCIU program nurse. She presented sessions at the various centers concerning first aid. They were considered most helpful by the staff. Training efforts by other staff members were not forthcoming, however, because of their already heavy schedules and involvement with their own program duties (Schaeffer, Note 5).

Lynn Schaeffer, BCIU preschool supervisor, in lieu of a program Educational Coordinator, engaged in informal orientation sessions with each new staff member. Unfortunately, the networking and exchange of information and ideas that came about with group training on a more organized basis did not occur on a one-to-one basis. Much of the new staff members' orientation came about as on-the-job training and was not as consistent as the Preschool Supervisor hoped for it to be (Schaeffer, Note 5).

With the disbanding of the state-wide Careers with Children in-service educational consulting firm and the elimination of the BCIU Child Care Program Educational Coordinator's position, training for the BCIU child care providers was virtually nonexistent. When this educator, a past BCIU Title IV A Day Care Program director, discussed a graduate course assignment for Nova University on April 7, 1983 with Karen Rightmire, present director of the BCIU Title XX Child Care Program, she expressed grave concern over the lack of recent, formal educational training for her staff. As a result of continued discussions with the staff members and administrators, the problem that this educator wished to address in this practicum was that due to funding cutbacks, ongoing in-service education for the teaching staff members had not occurred in the Berks County Intermediate Unit Child Care Program for over two years.

Evidence of the Problem

On April 18, 1983 this educator met at the BCIU Child Care Program Administration Building in Reading, PA with Karen Rightmire, director, and Lynn Schaeffer, preschool supervisor, specifically to conduct an interview with them to discuss how the funding cutbacks effected recent in-service education for their staff members. They both stated that the administration and staff members considered the loss of educational training services a serious problem.

Mrs. Schaeffer related that while visiting the child care providers in their centers during the fall she discussed the present training situation with them. At that time she asked for suggestions how to increase educational training. All of the day care workers agreed that they needed some kind of educational training (Schaeffer, Note 9).

The Preschool Supervisor reported that some staff members wished in-service training on special topics, such as how to reduce specific center noise. Other teachers wanted general information on such subjects as arts and crafts activities. New staff members appeared to have different training concerns from the child care providers who had been with the program for 10 years. There was not any particular agreement concerning the type of training or topics for in-service. Mrs. Schaeffer felt there was presently a definite need for coordination of in-service education (Schaeffer, Note 9).

In December, Mrs. Schaeffer wrote a memo to all centers requesting the submission of the names of volunteers who would be willing to represent the day care workers at a series of "Exchange Meetings". She anticipated that these sessions which would be held on the third Wednesday of every month at the BCIU Administration Building would enable the centers to share ideas, needs, concerns, resources, and materials.

In January she received the names of seven staff members and one administrator, Ramona Turpin, coordinator of preschool centers, who wished to serve on this "Education Committee." In February, a memo was sent to each center asking them to submit three to five topics concerning their needs that they wished to have presented at the March Exchange Meeting for possible in-service education sessions.

During the March Exchange Meeting, the suggestions concerning the staff's needs were consolidated, cross-referenced, and prioritized (Appendix C). The committee representatives felt that the following number of topics related to these categories: parents - 4, children - 3, curriculum - 9, staff - 4, and community - 2. Information and ideas in curriculum areas appeared to be a priority need of the child care staff members.

In-service topic suggestions from the center staff were as follows:

1. Rude Parents
2. Location Staff Relations
3. Summer Activities
4. Nap Time Difficulties
5. Community Resources
6. Ethnic Experiences for the Young Child and Teachers
7. Problem Children
8. Child Safety in Center
9. Parent Expectations
10. Feelings about Single Parent Families
11. Substitutes and Professional Behavior

12. Parent Involvement
13. Holiday Art Work
14. Musical Interest Center
15. Physical Education, Gymnastics
16. Teaching Reading
17. Activities for Advanced Children
18. Computer Activities
19. Large Group Projects and Activities
20. Team Communications
21. Problems of a Multi-age Center
22. Developing an Appreciation for Their Community
23. Workshops

Two particular items were specified on the March Exchange Meeting minutes (Appendix C) for discussion at the April meeting under the topic of "STAFF". They were the sub-topics team communications and workshops. Educational training and sharing information continued to be a concern of this committee representing the BCIU Child Care Program workers.

This educator met with the Education Committee during their April 20, 1983 Exchange Meeting. Five members were present including the one administrator and a member of this educator's previous staff.

This group verbally related their regret in having had no ongoing training for approximately 2 years. The committee cited buget cutbacks at all levels and the curtailing of the Careers with Children training as major causes of their in-service deficit. They also specified the unfortunate loss of the Educational Coordinator's position at contract negotiations. In addition, the committee members indicated that with the deletion of 3 teachers, 13 assistant teachers, 1 nurse, 3 caseworkers and 1 statistical worker, as well as a decrease in hours from full-time to part-time for 8 assistant teachers from November 1981 to July 1982, the staff members felt overburdened (Appendix B). These child care providers mentioned that it was impossible because of large numbers of children at the centers and schedules that were already too full to attempt their own in-service training as they once thought they might do.

These child care workers were most candid as they made suggestions as to how this practicum would benefit their staff and program. They explained that in-service workshops had to be relevant to their needs and "not the same old thing that they had heard before." The committee made it clear to this educator and the administrator present that they felt an urgent need for training in specific areas, but that they felt overworked and would not tolerate having their time wasted by inappropriate in-service education sessions.

As the committee discussed their educational needs, their distress with center situations came across strongly to this educator. Several teachers felt they had never been trained to work with large groups of youngsters, as many as 30 to 40, at one time. They related that the staff felt a real sense of frustration when working with multi-age levels. The staff found it difficult to adapt curriculum areas to wide age spans. Another source of contention was how to cut down on constant noise in large, open-space centers.

The Education Committee members who were volunteers representing the program staff emphasized they needed answers to these pertinent problems. They related that they had not received training in two years to assist them in gaining a background in order to develop strategies for solving them. A sense of frustration was conveyed over and over by the members as they discussed general center situations and genuine concerns.

At this point, the committee was able to analyze their colleagues' suggested in-service topics along with a list of administrators' concerns that this educator obtained two days prior during an interview (Rightmire & Schaeffer, Note 9). Considering both lists, the committee refined their suggestions and felt some priority topics were:

Curriculum Related to Reading

Problems - Assessment

Arts and Crafts (especially for the Summer)

Activities for Larger Groups

Multi-age Centers (anything related to dealing with multi-ages!)

Room Arrangements

Discipline

Children with Special Needs

Learning Styles

Although they felt that ongoing educational training was most important, the committee had not determined how they would go about obtaining it without funds, leadership, or released time from busy schedules. In exchange for much-needed, free educational in-service, the committee agreed to commit their program staff to this educator's practicum as we worked together in a partnership.

During the April 18, 1983 interview with the two administrators, they established the fact that the Careers with Children consultant contract was canceled on the state level on July 1, 1981 as a result of federal financial cutbacks. This ended the funded training for this staff. They added that "personalized" training for specific program topics was therefore, also eliminated. During the Careers with Children era, the BCIU Child Care Program had been allowed to hire their own consultants and then bill the firm for the service rendered. The center staff members, as documented by recent requests for training that had to go unanswered, sorely missed this prioritized in-service training tailored exclusively for their specific needs (Rightmire & Schaeffer, Note 9).

Lynn Schaeffer, preschool supervisor, explained it was verbally agreed by the various center staff members in the fall during her visits that they felt the need for current training. Some of the older, previously-trained staff volunteered to help train the more inexperienced staff. The lack of training for the newer staff in particular was seen as a definite problem by the staff and administrators. Out of this concern, the Exchange Meetings and Education Committee were born during the spring semester (Schaeffer, Note 9).

Karen Rightmire, director, emphasized that various levels of training were needed for the staff, particularly after two years without any educational training. She felt the void left by the termination of the Careers with Children contract did not allow for the individualization of topics mentioned to them by the staff. The two administrators compiled the following in-service education suggestions based on their own observations and staff requests:

1. Room Arrangements }
2. Learning Styles } Related to Center Noise
3. Multi-age Levels in the Classroom
4. Staff Relationships
5. Staff Supervision
6. Child Development Levels
7. Positive Language Development
8. Creative Discipline
9. Curriculum Development for Individual Needs
10. Prereading Materials
11. How to Develop a Varied Curriculum
12. "A Bigger Bag of Tricks"
13. How to Organize a Curriculum

14. How to Provide More Gross Motor Activities in a Small City Space

15. Noncompetitive Games (Rightmire & Schaeffer, Note 9).

Mrs. Rightmire and Mrs. Schaeffer made arrangements for this educator to meet with the Education Committee in order to discuss their in-service education needs and document the problem from a staff point of view. They both expressed their gratitude that this educator would be willing to coordinate training free for their staff as their schedules and administrative duties did not allow them the necessary time to write grants to fund training services.

On June 11, 1983 this educator again met with Mrs. Schaeffer to gather additional background information concerning this problem. The Preschool Supervisor fully explained the loss of the Educational Coordinator's position during union negotiations in order to disperse this salary for staff raises. During the contract talks in the summer of 1981, the more experienced, trained staff suggested that they would be willing to provide an educational training program for other staff members on a volunteer basis in order to make up for the loss of the services provided by this person. Although these staff members had good intentions at the time, this training never came into fruition because of lack of coordination and involvement with their own center duties. As a result, the BCIU Child Care Program child care workers did not have their requests met for in-service education for over two years (Schaeffer, Note 5).

Analysis of the Problem

The Berks County Intermediate Unit Title XX Child Care Program personnel were accustomed to having training for the staff provided by state or federal funds from the program's inception. Once the training funds were decreased, the program staff and administrators who were used to receiving the in-service education automatically did not make a concerted effort to obtain funds or free training. Instead, with additional constraints placed upon them by state compliance regulations, as well as staff cutbacks, they simply became more overworked, more frustrated, and found less time to solve this problem (Schaeffer, Note 5).

In the early '70s, week-long training sessions occurred for most of the staff before the fall semester began. These "mini" conferences, held in the immediate proximity of most of the child care providers' work settings,were coordinated by the BCIU Educational Coordinator and the Assistant Educational Coordinator. The training was provided by federal monies which were awarded to the state. These funds were then contracted to the consulting firms of Ryan and Jones and later Careers with Children who provided the in-service training (Miller, Note 11).

The following description of such a training session appeared in the Reading Times, on August 20, 1974.

> Approximately 200 persons are participating in a 5-day in-service training program for the Berks County preschool education and child care programs. The sessions started Monday in the YMCA.

> Martha V. Woodward, administrator, said Monday that those attending include teachers, assistant teachers, drivers, cooks, day-care mothers and some auxiliary staff personnel.
>
> The sessions will end Friday afternoon at 3:30 (Training).

Substitutes were obtained for the BCIU center staff to enable them to attend most portions of these in-service sessions. In the early '70s, the staff realized that attendance at in-service training sessions was a way to advance up the "career ladder" and thus become promoted (Miller, Note 11). Participation in in-service education was seen as a positive way to advance the field of child care, as well as oneself professionally.

During the early portion of the past decade this type of in-service education was automatically provided to the staff as an integral part of the program. They were never required to put forth a great effort to receive it. In a similar manner, funds were always in the budget for the administration to see that training was available or that a consultanting firm under state contract would provide the necessary in-service education (Rightmire, Note 7).

Also, in the very early days of the BCIU Child Care Program, the staff would receive reimbursement for tuition if they enrolled in college courses. Transportation and textbook allotments were paid for the aides. If necessary, substitutes were also provided for the child care workers if they were taking a college class (Miller, Note 11).

Approximately one third of the present child care staff, excluding permanent substitutes and substitutes, were teaching in the program prior to 1980. These staff members remembered when educational opportunities were offered to them as an ongoing part of the program in order to help them improve their role as educators. It was, therefore, difficult for some of the staff to wish to become highly involved in providing the in-service training for themselves when they remembered it as a "right", provided and paid for by the program. In some ways they were resentful, as they were already required to shoulder extra work and dispersed schedules in order to meet the state compliance guidelines for coverage with a reduced staff (Schaeffer, Note 5).

It was interesting to note the years of teaching experience in the program held by those staff members who volunteered to serve on the Education Committee and participate in the Exchange Meetings. The teachers' number of years of service was as follows: 17, 13, 13, 11, 6, and 4 (Schaeffer, Note 5). The one aide representative had 1 year experience. Three teachers were part of this educator's staff when she directed the BCIU Child Care program during 1971-1972.

Paradoxically, the older, more experienced, previously trained staff volunteered for the Educational Committee because they were aware of the importance of in-service education. They realized that they were also in a position to assist some of the more inexperienced and less trained staff with the educational program (Schaeffer, Note 5). It was noted that there were not staff volunteers from the more recent group of teachers with less than 4 years of experience. Also absent on this committee were assistant teachers and permanent substitute volunteers.

According to figures available, one third of the staff, excluding permanent substitutes, was hired prior to 1980 and two thirds of the staff hired between 1980 and 1983 (Schaeffer, Note 5). Thirty staff members were employed after the demise of the Careers with Children contract and elimination of the BCIU Educational Coordinator's position. Mrs. Rightmire and Mrs. Schaeffer were concerned with the discrepancy in the levels of the educational training in the program. With such a wide span of needs it was difficult for them, as administrators, to know where to begin to place the emphasis for in-service training without a coordinator or funds (Note 9).

On the one hand, the program had a number of staff who remained with the BCIU over the years, despite the lack of large salary increases, because they were dedicated to working with young children and well trained. On the other hand, there was a great turnover of new staff who gained experience with the program and then left because the salary was low or they were frustrated without pertinent, current training (Rightmire & Schaeffer, Note 9).

During the same time that the Careers with Children training program was disbanded because of budget cuts and the Educational Coordinator's position was eliminated due to finances related to salary negotiations, the state imposed some specific regulations on the BCIU Child Care Program (Schaeffer, Note 5). In order to comply with the state guidelines for center coverage, it became necessary to spread the already reduced staff over wider ranges of time. One result of this compliance was that the staff had even less time to meet together.

This scheduling span at the various centers from 6 A.M. to 5:30 P.M. made it awkward for the administrators to approach outside consultants about providing training for the staff on a program-wide basis (Schaeffer, Note 5). If consultants were willing to assist with the training as volunteers, they were normally only able to present one session because of their own personal time schedules (Miller, Note 10). It would then be up to the staff and administrators to see that the child care providers who were unable to attend in-service sessions received the information.

Time constraints also affected the more experienced, trained staff who stated at the time of the contract negotiations that they would be willing to provide educational in-service sessions for the newer, less trained child care workers. They did not, however, have the time they assumed they would to plan the training or organize materials. Time to develop a training session with a staff member at another center was virtually impossible. The staff members conveyed to Mrs. Schaeffer in the fall that they felt over-burdened by large numbers of children at the centers and would no longer attempt the training commitment as promised during the contract talks (Schaeffer, Note 5).

This was not the first time, however, that budget cuts had almost changed, or indeed modified, the enrollment and funding for the BCIU Child Care Program. In a statement from the Reading Times: "It was in 1973 that eligibility shifts on the state and federal levels nearly caused the exclusion of over 200 county children before the proposed regulations were altered" (Ruling, 1975, p. 23).

Allocations were cut back in 1975 as specified in this local newspaper article:

> Shifting state funding guidelines are again putting the squeeze on Berks County's Preschool Education and Day Care programs. This time, up to 159 children face expulsion.
>
> Causing the problem is the state's method of apportioning its $6.3 million 1975-1976 child care budget, according to county program directors, Donna Hutchinson and Karen Rightmire.
>
> The Northeast region, which includes Berks County, has had its allocation cut to 8 percent from 18 percent of the total figure, they said.
>
> That means that Berks County is facing a loss of roughly $400,000 from its proposed 1975-1976 budget of $2 million, the directors said (Ruling, 1975, p. 23).

Also in 1981,"the BCIU's preschool special education program was in trouble of the usual type, budget cutbacks. Faced with a 45 percent reduction in federal funding" (Bickhart & Innis, 1982, p. 1) transportation and several staff positions were terminated. Lynn Brown, of the BCIU Family Centered Resource Project recommended, however, "that ongoing in-service training be provided for staff in all aspects of special education to assist them in their expanding roles" (Bickhart & Innis, 1982, p. 2).

It appeared that the latest funding cuts, often referred to as "Reaganomics", were simply the straw that broke the camel's back in relation to staff in-service training in the BCIU Child Care Program. These child care providers and administrators felt overwhelmed, as they had to take over additional duties because of a reduction in staff, while at the same time they expanded their schedules and cared for larger numbers of youngsters. They had not found the time or energy to provide their own training or look for funding for in-service education. Hopefully, they would follow the training recommendations Lynn Brown had for his BCIU staff and this practicum would assist them with solving some of their in-service education problems.

Relationship of the Problem to the Literature

According to the 1981 Bureau of Labor Statistics, a record was set with 8.2 million preschool children having mothers who worked outside the home (Goodman, 1983). These statistics showed that 45% of all preschoolers in a 43% increase from the preceeding year had mothers who worked. Cared for by people other than family members and enrolled in some type of early childhood program were 53% of the 3 to 5 year olds (Announcing, 1984; Hobart, 1981, p. 9). During this year, 18.4 million mothers in the work force had children under 18 years of age. This was an increase of 632,000 compared to 1980 (Newsfront, 1982, p. 372). Verzaro-Lawrence (1982) reported that with the increase of mothers entering the labor force by 1990 there would be an estimated 23.3 million youngsters under age 6 whose mothers would work. She related that 10.3 million children would need care.

The National Association for the Education of Young Children Governing Board at its November 1981 meeting documented and adopted a position statement which stressed the importance of staff qualifications which were related to child care. As a result of surveys, they discovered that parents, as well as others, believed an important factor in the quality of child care was early childhood/child development training (Public, 1982). Whitbread (1979) reported also that working mothers preferred child care services for their children in centers with trained personnel. The National Day Care study found that "caregivers with education/training relevant to young children deliver better care with somewhat superior developmental effects for children" (Ryopp et al., 1979, p. 3). With the projected increase in the need for child care by trained staff, an important issue, the training of child care providers who were involved in caring for other people's children, emerged (Keyserling, 1979).

The NAEYC (1983) in describing components of high quality early childhood programs responded that "just as children develop, teachers develop, and one of the best means for fostering teacher development is through in-service education" (p. 57). Definitions of in-service education, however, were quite dissimilar from one source to the next which presented a problem for those funding it, providing it, receiving it, and evaluating it (Edelfelt, 1981; Lansdowne & Jennings, 1981). Massanari (1977) noted in a discussion of in-service education, "We are in a state of confusion ... there is no common language about it. Different definitions exist depending on who define it. Its purposes vary widely" (p. 41).

After reviewing the literature, this educator found three definitions that clarified the meaning of the term in-service education as related to this practicum. Rogus (1983) defined in-service as "one of a series of planned instructional programs made available to a specified group(s) of professional staff members for purposes of promoting participant growth and increased job competence" (p. 9). Dale (1982) believed that the function of in-service education was "improving skills; implementing curricula, procedures; expanding subject matter knowledge; planning and organizing instruction; and increasing personal effectiveness" (p. 31). Lastly, the Commission on Inservice Education of the Association of Teacher Educators (Alley, 1979-1980) gave this definition of in-service in its report: "programs of education and/or training for pre-school to grade 12 professional personnel for the purpose of enhancing their skills, knowledge, or ability to perform the role and function to which they are currently assigned" (p. 16).

Burrello and Orbaugh (1982) believed "in-service education is an absolute necessity if schools are to develop their most important resource, their people" (p. 385). Swenson (1981) agreed that "in-service education and staff development programs represent the most promising possibility for improving our schools" (p. 2). Goodlad and Klien (1974) felt that "for the schools to change, the people in them must change" (p. 116). Lieberman and Miller (1979) concurred that it was with "teachers, those presently in-service, that there is the hope and the possibility for an improved educational future... which depends on the formulation of new kinds of staff development programs and activities" (p. viii). The essence of in-service education then, Hausen (1980) related, was "assisting individuals to consider change, providing opportunities to implement change and analyzing the consequences of growth" (p. 68).

The critical importance of teacher in-service training was backed by a strong consensus of professional opinion reported Powers (1983) after an extensive review of the literature. Mercer, Forgnone, and Beattie (1978) stated, as did Egbert and Kluender (1979), that preservice education or a training period was not enough to prepare or maintain a person in their profession. A conviction was held by Ryor, Shanker, and Sandefur (1979) that in-service had the potential for a significant positive impact on current school program quality.

In-service education to be of value had to respond to several needs. The first was personal enrichment which would assist the staff member in increasing personal effectiveness. The second was professional renewal which exposed the teachers to new ideas which would stimulate them towards developing new skills and areas of competence. Recent changing societal conditions and values such as educating the handicapped or bilingual/multicultural child had altered program expectations. "Shrinking budgets and shrinking staffs often result in modified and/or added expectations of the continuing personnel" (Collins, 1981, p. 13). In-service training was important for effective staff implementation (Swenson, 1981). For the third need of career development, in-service would provide training which allowed the child care providers to expand their professional responsibilities and competencies. Lastly was the improvement of professional performance in the job-related areas in which teachers felt growth was needed (Burrello & Walton, 1980).

There was widespread agreement concerning the possible potential for in-service education, which had been a component of teacher education for over a century (Skrtic, Knowlton, & Clark, 1979). The literature pointed to past inadequate provisions for bringing this potential into fruition, however (Powers, 1983; Stephens & Hartman, 1978). "Inservice suffers from shifting needs, periods of begnign neglect, fads, and marginal resources" (Burrello & Orbaugh, 1982, p. 385). Unfortunately, in-service historically had been considered a rather haphazard, weak component of teacher education which was lacking in conceptual framework as well as being uncoordinated, unsequenced, and without a basis in learning theory. With this dubious past, skepticism was involved when it came to funding in-service education (Browder, 1983; Edelfelt & Lawrence, 1975; Joyce, Howey, & Yarger, 1976; Lansdowne & Jennings, 1981; Powers, 1983; and Skrtic, et al., 1979).

Rogus (1982) related that national and state studies showed administrators, teachers, and college faculty were less than satisfied with in-service programming. This was echoed by Wagstaff and McCullough (1973) who reported critically that American Education neglected in-service training and that it was not effective. In 1980, Wood and Thompson reiterated these sentiments stating in-service efforts were irrelevant and wasted both time and money.

Of great interest, however, was that the data assembled over the past decade indicated most teachers and administrators saw in-service education as of the utmost importance to improve practice and programs (Browder, 1983; Wood & Thompson, 1980). "The importance - effectiveness discrepancy is, in part, a reflection of the low priority in which staff development is held in most local districts. Even in the best of times, school systems have seldom budgeted substantial funds for professional growth" (Rogus, 1982, p. 15).

In-service credibility was beseiged by other problems. Edelfelt predicted in 1974 that "inservice education of teachers will be the major focus in teacher education for the next decade" (p. 250). He was correct. By 1981 there was a monumental increase in the number of journal articles over this period and state plans for in-service had been developed in every state. Mazzarella (1980) and Edelfelt (1981) noted, however, that there was not a national system for collecting and reporting data to answer questions about in-service effectiveness. A majority of the publications were evaluation reports, not true research. Due to the failure of implementing adequate evaluation it became difficult to request in-service funding when the effectiveness of in-service education was undocumented (Browder, 1983).

In-service education sponsored by professional organizations presented yet another problem. It was not standardized and was offered in various forms such as conferences, workshops, and training sessions, as well as many time frames. Educators elected how much they would participate or whether they would become involved at all. Participants were seldom rewarded with certification that they took part in the professional development (Edelfelt & Gollnicks, 1981). Since professional in-service was elusive and atypical there was consequently little recognition of these activities in the professional literature (NCSIE Bibliography, 1979).

Putting in-service efforts into historic perspective, they were primarily focused on the public schools. Preschool and early childhood needs were relatively new to the in-service education field. For over a decade, programs such as Head Start survived by developing their own in-service training (Verzaro, 1980, p. 34).

Almy (1981) related,

> Considering the generally minimal educational requirements for entry into the day care field, the low status of the work and the demands it places on the worker, the importance of in-service training seems as obvious as the difficulties to be encountered in providing it. Despite problems, considerable ingenuity and enthusiasm are going into in-service endeavors (p. 235).

The development of effective in-service education was hampered by problems that were indigenous to the very nature of day care. Almy (1981) cited several barriers to in-service training. The majority of the centers were open for 12 hours on a 6 o'clock to 6 o'clock basis.

Staff members often worked six- or eight-hour shifts with only nap time designated as a "free" period or planning time. The early morning workers would end their shift as nap time was beginning, however. One child care provider had to be with the children at all times, so meetings had to be without that particular staff member.

"Funds are not available for hiring substitute staff or for compensating staff for meeting outside of regularly scheduled hours. In addition, the presence of substitute staff may be disruptive to the children" (Almy, 1981, p. 235). Ideally, in-service activities needed to be held during the staff members' normal working hours (Burrello & Orbaugh, 1982). Programs held at the end of a long working day, or during a weekend at the staff's expense had their potential for success diminished (Sportsman, 1981).

Still other problems stemmed from the staff's diversity. Various child care workers required training at different levels (Almy, 1981). Those staff members who had legitimate early childhood training might have obtained it in a high school vocational program, community college, or held a Bachelors degree in child development (Almy, 1981; Peters, 1979, and Verzaro, 1980). Yet other staff members might have completed the federally endorsed competency-based program, the Child Development Associate Credential (Klein, 1973; Verzaro-Lawrence, 1982). Life experiences such as parenting and volunteering were also considered when potential competence was evaluated (Cogan, 1975).

Staff turnover appeared to be inevitable in early childhood programs. To maintain the program quality, orientation of staff members was essential. They had to be familiar with the center goals and philosophy,as well as management and daily activities (NAEYC, 1983).

On the other hand, many staff members chose to stay with the program and remained in the same position for many years (Sportsman, 1981). Sometimes when people cared for youngsters over a period of time, they had a mixed receptivity to in-service training. It was viewed by some "as an insult or unwarranted interference with private transactions, while others have questions and concerns they are eager to discuss" (Kilmer, 1979, p. 17). Almy (1981) said that because of the staff members' diversity "often they lack motivation for and understanding of in-service training" (p. 235).

The day care program director rarely had the time or resources to organize in-service training. This person was often not knowledgeable about the many possibilities for in-service. Almy (1981) related that funds were seldom provided for this type of extra assistance.

An additional problem for day care programs was that frequently they were monitored by a patchwork of groups such as federal agencies, state departments of welfare, and other organizations that were responsible for funding (Warnot, 1977). These licensing or funding agencies often required in-service education, but did not provide guidelines for carrying out training. "If the agency that stipulates the training activities fails to recognize their accomplishment or to provide reinforcement, centers will take the requirement lightly or ignore it" (Almy, 1981, p. 235).

Training funds for child care providers appeared and disappeared as political commitments changed. The economic-political climate of the nation or states dictated whether or not there would be available funds. "Those directly served by child care workers continue to rank extremely low on our society's list of priorities. Thus, funds for child care worker training tend to materialize later than those for other programs, and to disappear earlier" (Ouderkirk, 1982, p. 150).

> The 1960s were characterized by a strengthened commitment to equality of societal access and opportunity, coupled with a renewed faith in education as a vehicle for social improvement. One focus of the 1970s was the emphasis on the provision of new educational options for children with special needs... Implementation of these trends was aided by increases in private and public funding for research, programming, and training (Verzaro-Lawrence, 1982, p. 25).

During this time, federal funds for day care and Head Start programs were available for income-eligible youngsters (Savage, 1981). Early intervention was seen as a means of working towards eliminating poverty.

> The philosophy that gave rise and support to such a broad and varied array of staff development initiatives at the national level in the sixties and seventies appears to be giving way to a philosophy in the eighties that purports that the federal government should not be in the business of either funding or operating staff development programs" (Collins, 1981, p. 14).

Together, the Congress and the administration decreed the federal government should not have as much control over the funds passed on to the states for education (Rosenay, 1981).

On October 1, 1982 nearly 33 educational programs were consolidated into block grants as the result of the "Omnibus Education Reconciliation Act of 1981" which was approved by Congress (Collins, 1981). This signaled "the emergence of the latest theme in federal education policy: a reduction in detailed regulation and expansive support levels of current federal progams" (Berke & Moore, 1982, p. 333). In President Reagan's "new federalism" approach to funding the various social programs, a great percentage of the operating costs were transferred to the state and local boards (Frazier, 1982; New, 1982; Savage, 1981).

Dial (1981) noted that "the consolidation of Title XX programs into block grants, coupled with the 25% aggregate reduction from 1981 in human services provision, will be felt notably in day care programming, staff training, and salary subsidy" (Steiner, 1982, p. 1). Morgan (1981) also related that day care, a service needed by children which was almost entirely contingent upon Title XX, already was a block grant for social services having other categorical mandates in various state and federal legislation. Day care had to further compete on the state level for block funding along with a large number of other human services (Lewis, 1983). Now that federal requirements no longer applied for day care, states selected their own funding standards which set minimums for quality and maximums for funding (Morgan, 1981, p. 34).

A recent study conducted by the National Institute of Education discovered that the new federalism caused a loss of state support for education in local school spending. This was also reiterated by the U.S. Conference of Mayors who charged "that education services are currently being reduced in most cities around the country as a result of the federal spending cuts" (New federalism, 1982, p. 6). These mayors further cited layoffs as an immediate effect of the reduction of federal aid.

In 1978, with a new emphasis on teacher education, 60 teacher centers were funded with monies from the federal Teacher Centers Program to provide in-service education to teachers. However, as of July 1982, one hundred teacher centers which received their major source of allocations from the federal government had their categorical assignment of funds terminated as they were disbursed through the block grant program under the Education Consolidation and Improvement Act of 1981. The majority of the teacher center policy boards devoted a great deal of time, as well as thought, to developing other sources of funding. They explored "local possibilities, state funds, block grant money and other federal funds, and foundation support. Most policy board members and teacher center staff have little experience in grant seeking", however (Edelfelt, 1982, p. 390).

During an interview with Lucy Biggs, coordinator of the national Head Start program, training efforts were discussed. For the year 1984 she hoped that 29,000 youngsters would be added to the Head Start program, as well as increasing the budget from $912 million to $1.05 billion. However, she stated,"As the 1984 budget recommendation has gone forth, it does show a decrease in training funds" (Brickman, 1982, p. 9). The rationale behind this training cut was that the priority was for expanded services to children. Training monies, therefore, had to be shifted and reduced by 45-50%. Assistant Commissioner Biggs expected training needs to be met by linking into various systems in the state and community.

Ferver (1981) summed up the major problem addressed by this practicum when he stated, "It is so typical, but ironic nonetheless, that just at a time when the educational world seems ready to do a job with inservice education and professional staff development, we hit a fiscal crunch where it seems that everything that isn't absolutely essential must go" (p. 23). He also related the sentiments of the Wisconsin Staff Development Network which expressed that "It seems to be coming to a matter of positions _or_ inservice training. It is obvious that we will have to choose to keep positions" (p. 1981, p. 24).

Major shifts in funding under the Reagan Administration were signaled by such things as regulatory reforms, program consolidations and budget cuts (Leonard, 1982, p. 600). Americans' ambivalence about paying for in-service education was evident. Since it was difficult to gauge the ultimate benefits of in-service, its merits were calculated by measuring outcomes of secondary importance. "By then arguing about who should pay for inservice education on the basis of our simplifications, we tend to misconstrue or discard one of the few means available to us to achieve our real objective of good schooling for all children" (Case, 1981, p. 111).

Education Department Secretary Terrel Bell emphasized that although funding cutbacks were painful, they were necessary to restore the nation's economy. He "anticipates that many of these reductions in federal funds will be offset by increased state, local, and individual contributions or by more efficient use of funds" (Administration's, 1982, p. 510).

Unfortunately, Bell's solution was not born out in an August 1981 report by Clotfelter and Salamon. They implied that there would be an expected 3% decrease in individual contributions to educational organizations between 1980 and 1984. This was because the wealthy, who were the most important source of educational gifts, would be affected by an increased "cost of giving" as a result of lower tax rates (Leonard, 1982, p. 600).

Although the economic realities of the child care profession made it difficult to demand excellent pre-service training, the importance of regular in-service was agreed upon by educators as an essential component of a quality program (NAEYC, 1983). Pofahl and Potaracke (1983) warned that the same financial restrictions that limited purchasing necessary materials for youngsters also rendered it hard to employ educationally qualified staff, as well as hindered the provision of regular staff training. They worried that in this state of affairs day care would simply become a warehousing of children.

Ouderkirk (1982) suggested that educators attempting to locate a way to finance in-service training should look to sources that were independent of state and federal fiscal policies. He specified that funds from these sources to begin in-service programs were helpful, but plans to make these training programs self-sustaining were essential. Ouderkirk emphasized that there would be little government money available for at least the next few years for child care worker training, although the need for training would still exist.

It appeared that the intricacies of day care itself, as well as the very minimal educational and training background of so many child care providers made in-service education so important. "However, aside from Title XX funds, no longer available, and occasional grants from cities or foundations, money for training is difficult to secure. The nature of the day care worker's time commitments coupled with low salaries and lack of other incentives make in-service training difficult to accomplish" (Almy, 1981, p. 238).

Chapter 3

Anticipated Outcomes and Evaluation Instruments

Statement of General Goals

This practicum was designed to increase ongoing in-service education for the Berks County Intermediate Unit child care staff members at a minimal cost to the program. It was hoped, as a result of in-service educational sessions from consultants, that the staff members would receive ideas which they would utilize in their centers. Through networking, it was expected that the BCIU child care staff members, according to their individual and program needs, would share educational information, techniques, and materials related to the in-service sessions.

These objectives would be accomplished through voluntary staff participation in a regional, early childhood education conference which would be held at Kutztown University. Another means of accomplishing these objectives would be the provision of monthly, two-hour, in-service educational workshops by outside consultants developed around topics suggested cooperatively by the staff members, educational committee, and administration. These workshops which would occur at the BCIU Administration Building would be attended by at least one representative from each center. Through networking, the staff members in attendance at these sessions would share related information with the others present, as well as later on with the child care workers unable to participate.

Table 1

Performance Objectives

The following goals were projected for this practicum:

Expected Behaviors	Assessment Instruments	Standards of Performance
1. The staff members, as a result of ongoing, in-service offerings, will increase their in-service education at a minimal cost to the program.	a) The staff members will respond to statements on the information questionnaire (Appendix D, items 8 and 11) and post-evaluation questionnaire (Appendix J, items 1-2).	a) 75% of the permanent staff respondents will indicate on the post-evaluation questionnaire (Appendix J, items 1-2) that they have increased their in-service education by at least one activity since their response on their information questionnaire (Appendix D, items 8 and 11).
	b) Staff members' attendance will be checked at the conference registration desk (Appendix C).	b) 15% of the staff members will participate in the conference according to registration figures (Appendix E).
	c) The staff members will respond to an item in a questionnaire sent to them after their participation in the conference (Appendix F, item 21).	c) 75% of the respondents will indicate on the questionnaire that they have increased their in-service education by participating in the conference (Appendix F, item 21).

Table 1 (continued)

Expected Behaviors	Assessment Instruments	Standards of Performance
	d) Attendance records will be kept and tabulated for each workshop session (Appendix G).	d) At least one representative from each center will attend the workshops for 75% of the sessions according to the sign-in sheet tabulations (Appendix G).
	e) The staff members will respond to items on the post-evaluation questionnaire (Appendix J, items 3-7).	e) 75% of the permanent staff respondents will indicate on questionnaire items that they increased their in-service education at a minimal cost to the program through attending at least two of the offerings (Appendix J, items 3-7).
	f) The administration will respond to items on the post-evaluation questionnaire (Appendix K, items 3-4).	f) All four program administrators will indicate on questionnaire items (Appendix K, items 3-4), that 75% of their permanent staff increased their in-service education at a minimal cost to the program.

Table 1 (continued)

Expected Behaviors	Assessment Instruments	Standards of Performance
2. The staff members, as a result of in-service educational sessions from consultants, will receive ideas which they will utilize in their centers.	a) The staff members will respond to items on a questionnaire (Appendix F, items 1-9) sent to them after their participation in the conference.	a) 75% of the responding staff members who participated in the conference will indicate for 5 out of 9 of the items on the questionnaire that they received ideas from consultants which they will utilize in their centers (Appendix D, items 1-9).
	b) The staff members will respond to items on a questionnaire (Appendix H, items 9-13) at the end of each in-service workshop.	b) 75% of the staff members who attended each in-service workshop will indicate for 3 out of 5 of the items on the questionnaire that they received ideas from the consultant(s) which they will utilize in their centers (Appendix H, items 9-13).
	c) The staff members will respond to items on the post-evaluation questionnaire (Appendix J, items 8-10).	c) 75% of the responding staff members who attended a minimum of two in-service offerings will indicate for 2 out of 3 of the items on the questionnaire that they received ideas and utilized them in their centers (Appendix J, items 8-10).

Table 1 (continued)

Expected Behaviors	Assessment Instruments	Standards of Performance
3. Through networking, the staff members will share information, techniques, and materials related to the in-service education sessions according to their individual and program needs.	a) The staff members will respond to items on a questionnaire (Appendix F, items 10-20) sent to them after their participation in the conference.	a) 75% of the staff respondents who participated in the conference will indicate for 6 out of 11 of the items on the questionnaire that they networked with other educational personnel at the conference (Appendix F, items 10-20).
	b) The staff members will respond to items on a questionnaire (Appendix H, items 14-18) at the end of each in-service workshop.	b) 75% of the staff members who participated in each workshop will indicate for 3 out of 5 of the items on the questionnaire that they were involved with the networking process during the workshop (Appendix H, items 14-18).
	c) The staff members will respond to statements on the post-evaluation questionnaire (Appendix J, items 11-15).	c) 75% of the staff members who responded will indicate for 3 out 5 of the items on the questionnaire that in-service education information, techniques, and materials were shared through networking (Appendix J, items 11-15).

Table 1 (continued)

Expected Behaviors	Assessment Instruments	Standards of Performance
	d) The consultants will respond to statements on a questionnaire at the end of their workshop session (Appendix I, items 10-12).	d) All eight consultants will indicate for 2 out of 3 of the items on the questionnaire that the participants were engaged in networking during their workshop session (Appendix I, items 10-12).
	e) The administrators will respond to statements on the post-evaluation questionnaire (Appendix K, items 5-9).	e) All four program administrators will indicate on the questionnaire (Appendix K, items 5-9) for 3 out of 5 items that the staff members were involved with sharing in-service information, techniques, and materials through networking.

Description of the Evaluation Instruments

To determine whether or not, as a result of ongoing in-service offerings the staff members would increase their in-service education at a minimal cost to the program, six evaluation instruments would be designed and utilized by this educator. It was planned that written information questionnaires (Appendix D) and post-evaluation questionnaires (Appendix J) containing statements which required that multiple choice type and "yes/no" responses be placed on IBM score sheets would be administered to the staff members. The child care workers would be given the chance to list written suggestions on the questionnaire forms.

The information questionnaires with appropriate cover letters (Appendix D) would be mailed to all BCIU Child Care Program workers at their home addresses on September 1, 1983 prior to the Red Balloon Conference and start of the in-service education workshop series. Lynn Schaeffer, preschool supervisor, recommended that all individual correspondence be sent to the staff members' home addresses as center mail was frequently not delivered if it had to be routed through another organization's mail. Self-addressed, stamped envelopes would be provided so that the child care staff members would be able to return the completed questionnaires to this educator by October 1, 1983.

The post-evaluation questionnaires (Appendix J) would be mailed to the staff members' home addresses. They would be sent out on May 8, 1984 immediately following the eighth and last in-service education workshop session. The accompanying cover letters would instruct the child care workers to return their completed questionnaires to this educator in the enclosed self-addressed stamped envelopes no later than May 22, 1984.

After October 15, 1984 the child care providers who participated in the conference would receive at home written evaluation questionnaires which would request that "yes/no/did not attend" replies be marked on IBM score sheets (Appendix F). These conference questionnaires would allow for several open-ended statements to be written on the forms. Included with the cover letters would be self-addressed, stamped envelopes for the conferees to send the completed questionnaires to this educator by October 31, 1983

The administrators' written post evaluation questionnaires (Appendix K) would consist of multiple choice questions and "yes/no" responses with places for comments. All answers would be communicated directly on the questionnaire forms. The questionnaires would be mailed to the four BCIU Child Care Program administrators' offices immediately preceding the last in-service workshop offering on May 8, 1984. Stamped envelopes, self-addressed to this educator, would be included with the cover letter which requested the return of the evaluation materials by May 22, 1984.

Records of staff members' attendance at the Red Balloon Conference (Appendix E) and in-service workshop session sign-in sheets (Appendix G) would document an increase of in-service education. A member of the Red Balloon Conference Registration Committee would be assigned to specifically register the BCIU Child Care Program participants. This individual would be responsible for checking these staff members' names on the attendance forms previously prepared by this educator. At each in-service workshop the center representatives would be required to sign their names under their particular center upon arrival at the session.

Items on the written conference questionnaire (Appendix F) and the staff post-evaluation questionnaires (Appendix J), both described in the preceding section, would determine whether or not the staff members, as a result of in-service educational sessions from consultants, would receive ideas which they would utilize in their centers. A third written evaluation instrument (Appendix H), also designed by this educator, would be hand distributed to all attending staff members at the conclusion of each of the eight in-service workshops. Before leaving the session they would be required to respond to multiple choice questions, as well as to mark "yes/no" answers on IBM score sheets. An opportunity would be afforded the participants to offer written suggestions as well on their questionnaire sheets.

In order to resolve whether or not through networking the staff members shared information, techniques, and materials related to the in-service education sessions according to their individual and program needs, evaluation instruments designed by this educator would be provided for the staff members, consultants, and administrators. The staff members would respond to written items on the conference questionnaires (Appendix F), the in-service workshop questionnaires (Appendix H), and the post-evaluation questionnaires (Appendix J). These three staff evaluation instruments were described fully in previous paragraphs.

At the completion of her in-service workshop session, each consultant would be handed a written questionnaire (Appendix I) designed by this educator. It would consist of "yes/no" responses to be checked on the questionnaire form. Provisions would be made for written suggestions as well.

This educator did not feel that it was necessary for the respondents to remain anonymous. She wished to convey an openness, as the participants became involved in networking. The staff information questionnaires (Appendix D), conference questionnaires (Appendix F), and post-evaluation questionnaires (Appendix J) would receive corresponding code numbers simply for ease in recording staff responses as they were returned to this educator.

All IBM score sheets that were mailed to this educator would have to be copied on duplicate sheets by this educator's office aide

(Appendices D, F, and J). It would not be possible for folded IBM answer sheets to be processed through the computer. Mrs. Gladys Kline, Early Learning Center secretary (Note 12), carefully researched the expense of sending the cover letters and questionnaires to the staff members in manila envelopes in order not to be folded. She estimated the cost of enclosing additional self-addressed, stamped manila envelopes for the questionnaires which were to be returned. She concluded that this would be an unnecessary burden on the department postage budget. Mrs. Kline suggested that it would be feasible to send out the information in the less expensive business-sized envelopes, then have an aide copy the responses on the relatively inexpensive IBM score sheets. The secretary felt that this would take care of the problem of computer scoring those forms not completed with a No. 2 pencil.

Description of Plans for Analyzing Results

It was planned that the data from the assessment instruments would be analyzed upon completion of the practicum implementation and presented in percentages in tables. If the standards of performance appeared to meet the criteria for success, the conference, workshops, and networking would be continued as a vital part of the BCIU Child Care in-service program.

Since this practicum would deal with large numbers of participants, the responses from the information questionnaires (Appendix D), the conference questionnaires (Appendix F), the staff in-service workshop evaluations (Appendix H), and the staff post-evaluation questionnaires (Appendix J) would be scored by the Kutztown University Burroughs computer. Dr. Thomas Seay, professor of computer services, (Note 13) met with this educator to discuss the appropriate format for the teacher-designed questionnaires which would be computer-scored. Dr. Seay would be available as a consultant to interpret the final results of the computer-scored information. All other materials (Appendices E, G, I, and K) would be hand-scored by this educator.

If portions of this practicum did not appear effective, special attention would be paid to the comments made by the staff, administrators, and consultants for improvement. Suggestions concerning positive aspects, as well as weak areas, would be incorporated into the planning for future in-service endeavors. They would be carefully analyzed to see if these in-service efforts would be continued, eliminated, or presented differently.

Chapter 4

Solution Strategy

Discussion and Evaluation of Possible Solutions

While researching in-service education solutions for a child care program with limited funds, this educator discovered several options worth considering. One particularly worthwhile suggestion was the use of telephone instruction as an alternative educational delivery system for teacher in-service.

Blackhurst (1978) related that "the most readily accessible telecommunication system is the nation's telephone system" (p. 30). He felt that its versatility allowed for transmitting lectures and information, as well as teleconferencing. Henninger (1981) noted that parents and teachers often used the telephone as a means of successfully introducing immediate, two-way communication (Steiner, 1982 (b), p. 3).

Parker, director of the University of Wisconsin Extension Instructional Communication System, concluded that the two-way telephone system had several strengths:

> It is a truly continuing education medium open for all; it is a time and money saver for those who instruct courses; and for those who attend; it can reach entirely new audiences in the state; it can reach isolated professionals; and it can be a vehicle for universities and other institutions to share resources (1977, p. 46).

Summarizing a research project concerned with teleconferencing Nilles, Carlson, Gray, and Hanneman (1976) discovered several positive aspects of this approach. They found that because telecommunication allowed exchanges across geographical differences, it was superior to face-to-face contact. These researchers learned that exchanges were encouraged in rapidly changing situations through telecommunication. Particularly relevant to this practicum, telecommunication "permits meetings which might not be possible without such a system" (p. 179).

Studies by Arndt (1973), Hershey (1977), and Peterson (1970) showed that telephone-based instruction was a viable delivery system in terms of cognitive outcomes that were measurable. Hershey's study (1977) specifically substantiated that there was great merit in university-based teacher in-service education using telephone instruction as a delivery system.

In essence then,

> a telephone network is a relatively simple technology, easily understood and maintained, which facilitates the reaching of new audiences who may not be able to travel the distances to college campuses. It can serve the specialized interests of very small clusters of people at many locations and can also reach isolated professionals who might be in an educational vacuum" (Hershey, 1977, p. 214).

Utilizing a telephone network, much like a large party line, Parker (1977) reported his studies showed a cost of approximately 25¢ per student contact hour. Although this cost took into account the telephone rental of the system and station equipment payment, the instructor's time and cost of materials were not included in this estimate.

From a cost point of view, it appeared that the telephone network system might be an effective way of conducting in-service education for the BCIU Child Care Program sessions on specific topics for individual centers or a cluster of centers. Each center already had a telephone hookup in place, so only the telecommunication network would need to be set up for predetermined dates. Consultants who would agree to donate their time on a volunteer basis to address the special topics suggested by the BCIU staff members would be located by this educator. Almy (1981) cited the importance of call-back arrangements which provided for the clarification of questions.

After his work with the Statewide Educational Extension Education Network, Parker (1977) pointed out several limitations which related to conducting the BCIU in-service educational sessions in this manner. He indicated that "it is difficult to make a listening group a 'group' and that instructors have some initial difficulty in getting discussion started. The third obvious difficulty is the inability to transmit visuals" (Blackhurst, 1978, p. 29). Through the BCIU Education Committee's comments (Note 14), it was made clear to this educator that the staff members wished practical, hands-on in-service experiences which would certainly be missing in this telecommunication method as related by Parker.

Another problem of this delivery system was that of scheduling. The only, possible time during working hours that the BCIU center staff members would be able to be together for an in-service program was during nap time (Almy, 1981). It was already difficult in many centers to isolate a quiet area in which the children might sleep. An additional noisy area would need to be located which would allow the consultant to relay information by telecommunication network and enable the staff to verbally respond. This would produce an inhibiting atmosphere, especially if the children were aroused and needed the child care providers' attention.

It would be possible to eliminate some of the aforementioned problems if each consultant were asked to be at a specified telephone number at the university throughout a particular week during certain hours to answer individual staff member's questions concerning his/her area of expertise. Fortunately, every BCIU center was located within the toll free telephone calling area of the university which would keep this a cost free delivery system.

On the other hand, while individual calls would be practical, they would also exclude staff communication and networking. This was one of the priorities specified by the BCIU Education Committee (Appendix C).

It would be an imposition to ask consultants who were donating their time free of charge to be available for several hours each day during a week, so that all individual questions would be answered.

Staff members would easily become frustrated and not pursue their questions if they received constant busy telephone signals while attempting to contact the particular consultant. Center schedules and other duties would only allow the child care providers time to try the call once or twice. An alternative would be highly organized telephone scheduling for each center by this educator as the coordinator. This would, however, discourage the informal, spontaneous interaction hoped for by the Education Committee, BCIU Child Care Program administrators, and this educator.

Another potential solution gleaned from the review of the literature for possible in-service education programs was the use of video tapes (Weinberg et al., 1983; Hutchins et al., 1971; VanWagoner, 1978). The Kutztown University television studios were located in the same building that housed the Early Learning Center. For this reason, this educator was exposed to the video world on a daily basis. The prospect of utilizing video tapes as a means of producing in-service education sessions for the BCIU Child Care Program staff members appeared to be a most realistic idea.

One way of presenting video tape workshops to the child care staff would be to request various consultants to produce programs in their areas of proficiency. These video tapes would be developed at the university studios according to a schedule convenient for both the consultants and the technicians. Under the university student work-study program there would be no charge for the technicians' services if this educator were to oversee the project. If the consultants donated their time, there would not be any personnel cost for this method of in-service education.

Several in-service programs used video tapes successfully. Powers and Healy (1982) described a nation-wide in-service training project for physicians who served handicapped children which utilized video tapes to foster discussions and examine mainstreaming, as well as controversial therapies. Brout and Krabbenhoft (1977) reported that The Red Hook Family Day Care Training Program presented video tapes concerning a variety of child care aspects in both English and Spanish in order to accommodate cultural differences. Video tapes were an important part of Lehane and Goldman's (1976) external studies program tailored to the specific in-service needs of Ohio day care staff members. Goldsmith (1979) used a series of 10 TV programs effectively in a Rhode Island state-wide in-service workshop series for over 100 family day care providers.

Besides producing video tapes for in-service purposes using specific local consultants, many fine commercial video tapes were available to rent or borrow. The National Video Clearinghouse (1980) listed 268 distributors in the non-entertainment section who provided tapes for instructional, training, and informational programs.

Powers (1983) felt that it was not practical to pay for high-priced consultants when educators were able to be exposed to leading authorities by ordering video tapes. He gave a positive review to a series produced by the Association for Supervision and Curriculum Development. A program on learning styles, prepared by Dr. Rita Dunn, was concerned with a topic specified by the BCIU Child Care Program administrators and Education Committee as one of their priority in-service subjects. Powers was impressed with "some of the effective uses that can be made of video tape productions to encourage faculty development at a reasonable cost" (p.12).

In Pennsylvania the Department of Education provided many in-service programs which involved the use of a variety of video tape resources. These projects included concept tapes which featured experts in the field, on location classroom-action tapes, and interview tapes. The PDE encouraged districts to become involved with these video tape in-service programs and advertised them in their monthly, free, state-wide newsletter (Walter, 1983, b). If copies of specified in-service programs were desired on tape at no charge, it was possible to send blank video tapes to the Telecommunications Center in Harrisburg, PA where they would be reproduced for a particular program's use (Walter, 1983, a).

Certainly this would be an inexpensive method of securing in-service information for the BCIU Child Care Program workers. The only cost involved would be providing the initial blank tapes if the consultants were filmed at the university studios, or the tapes were sent to the state department to be duplicated. The cost of renting commercial tapes was nominal.

Every child care center had its own television set, so viewing the video tapes in each building would be a possibility. Unfortunately, however, a problem indicated by Blackhurst (1978) would occur. If the video tapes were broadcast from the Kutztown University television studios, a special cable hookup would be required for the program to be received. This would prove to be costly.

The BCIU audio visual department had video tape equipment which might be loaned to each center on a rotating basis in order for the staff members to view the in-service tapes. The center drivers would pick up and deliver the taping apparatus. This would require complicated monthly scheduling, however.

A consideration suggested by Hutchins et al. (1971) was that one person at each site would need instruction on how to properly operate and care for the technical equipment. Blackhurst (1978) reported that "many potential users ... have negative attitudes towards the use of the technology required" (p. 37). Also, according to Hutchins et al. (1971), it would be necessary to provide a lockable, secure area in which to store the VTR in each building.

Separate center viewing would greatly cut down on idea sharing between BCIU Child Care Program staff members. The same scheduling problems that would arise during the telephone delivery system would occur for this video tape solution at the individual sites.

The child care providers would be able to send center representatives monthly to a central location where they might view the video in-service education series. This would allow for the desired exchange of ideas among the various program staff members (Appendix C). A disadvantage to this, however, was disclosed by Blackhurst (1978). He noted that the child care providers would be unable to interact with the consultants, thereby personalizing their in-service experience. With such a wide span of training and years of experience within the BCIU Child Care Program, it would be difficult for general video tapes to answer the in-service needs of the staff members without the consultants present to clarify and extend the information.

Description of and Justification for Solutions Selected

Snow (1982) related that because it would be necessary to train many "people with the limited amount of funds available under the Title XX program ... the most important concern in day care training during the next few years may be the identification of the most cost effective delivery models" (p. 119). With present shrinking budgets, as well as an emphasis on educational accountability, Wallace and Wideman (1977) and Weinberg et al. (1983) predicted it was inevitable that schools, agencies, state departments of education, professional organizations and higher education must cooperatively work together. As a means of increasing in-service training for the BCIU child care staff members at a minimal cost to the program, this educator wished to propose the following solutions: the child care providers would voluntarily take part in a university sponsored early childhood education conference; the staff members would participate in monthly workshops coordinated by this university education professor; and these workers would become involved in an information network.

Hanes, et al. (1982) disclosed that colleges of education throughout the nation were facing decling enrollments. John Erdmann, Kutztown University registrar, testified this had occurred in this educator's work setting (Note 1).

Wilen and Kindsvatter (1978) maintained there were several reasons why in-service programs became an important concern of colleges of education. They cited the following factors: "the reduction in teacher turnover in the K-12 sector, the resulting stabilization of school staffs who have completed all state-mandated training, and the increased emphasis on accountability of teacher efforts" (Verzaro, 1980, p. 34).

As the number of students selecting the field of education continued to decrease, Verzaro-Lawrence (1982) suggested that in order "to survive and thrive in this new era, schools of education must make critical decisions about their current efforts" (p. 26). Hite (1978) was most discerning as he explained,

> Professors now have the time to help school people assuage their concerns. They have the inclination, too. Even after dismissing all the staff unprotected by tenure, schools of education still can't keep their tenured teacher education faculty fully occupied on the assignments they carried in the sixties. At least some education faculty personnel are willing to consider, seriously, different roles and responsibilities. The major new role is that of field-based teacher educator (pp. 5-6).

Drummond (1978) felt that education colleges had a will to survive. He believed that campus-based faculty members would change. In doing so, they would need to direct their energies and time towards designing and developing resources for teacher in-service education.

At Kutztown University, much of the aforementioned had been the plight of the education college and its faculty members. Following a national trend cited by Miller et al. (1979), the upper grades of the college laboratory school were eliminated over three years ago. The previous laboratory school faculty members were dispersed across the campus to admissions, coaching, and other positions for which they were untrained. Many faculty members were assigned to teach junior semester field-based courses in the surrounding public schools.

With the loss of education students each semester and an abundance of education faculty members at Kutztown University, the dean of education and the chairman of the department of elementary education directed the staff members to "create" jobs for themselves wherever they could -- on campus, as well as off. The education faculty members were strongly encouraged to submit ideas for off-campus courses, as well as in-service programs. Developing ties with the local IUs was looked upon favorably by the administration.

Verzaro-Lawrence (1982) related that "schools of education may have something unique and important to offer the field of early childhood education. Within our faculty are persons who care for children and who are committed to excellence in the training of America's teachers" (p. 29).

Yarger, Howey, and Joyce (1980) reported that in-service courses for more than a million educators were taught annually by education professors. Increasing numbers of schools of higher education were conducting off-campus in-service activities according to Seldin (1982). This was demonstrated by such field-based university/public school in-service training projects as: Central Ohio Project Breakthrough (Cooper & Hunt, 1978); Project INSTEP (Fink & Brownsmith, 1977); and the Wayne State University/Detroit Public School Preservice-Inservice Curriculum Consortium (Wallace & Wideman, 1978).

Nystrom (1977) found that when agencies and institutions did "not provide training and support for home day care services due to lack of funds ... and lack of trained personnel, public programs in higher education" (p. 311) initiated a training support system. Examples of such model programs were: The Pacific Oaks College and the Pasadena, California Community Family Day Care Project; Bank Street College of Education, New York City; the Department of Family and Consumer Resources, Wayne State University, Detroit Michigan; and the University of Massachusetts - Based Support System for Home Day Care Services.

It appeared then, for this university-based educator to act as a coordinator for a field-based in-service workshop series, as well as regional, university sponsored early childhood conference for in-service personnel, that she was acting to find a solution to both the higher education and BCIU Child Care Program problems. Hanes, Wangberg, and Yoder (1982) summarized the considerable benefits of a university/school district partnership. They related that the districts obtained high-quality in-service training from instruction to technical assistance. This partnership afforded the education college an opportunity for involvement in outreach activities. This in turn enabled the staff members to try their theories in the field.

In an effort to increase in-service education for the BCIU child care staff members at a minimal cost to the program, the following solutions were proposed. The staff members would receive and share information coordinated by this educator through voluntarily attending activities at an early childhood conference at Kutztown University, and/or by participating in monthly workshop sessions at the BCIU Administration Building, and/or through becoming involved in networking with other educators or consultants as follows:

1. The Red Balloon VIII Early Childhood Conference (Appendix L)--an annual, regional, one-day conference held at and sponsored by Kutztown University consisting of:
   A) Two nationally known speakers
      1) Dr. Anthony Campolo--"Disappearing Childhood in Today's World"
      2) Dr. Louise Bates Ames--"Preventing School Failure"
   B) Seventeen, one-hour workshops presented twice by each consultant on such topics as:
      1) Centering and relaxation activities
      2) A learning settings idea exchange
      3) Activities for gifted young children
      4) Methods to prioritize personal/professional goals
      5) Helping children develop self control
      6) Math concepts/materials
      7) Infant-toddler observation techniques
      8) Television's influence on children
      9) Humane education
      10) Teacher-made games to teach thinking skills
      11) Movement/management/motivation strategies
      12) Reading success
      13) Promoting creativity
      14) Microcomputer application
      15) How to publish articles
      16) Arts and crafts for toddlers
      17) Considerations involved in grade placement

C) Five types of exhibits
    1) Commercial exhibitors
    2) Kutztown University early childhood student instructional centers
    3) Idea exchange
    4) Kutztown University Curriculum Center materials
    5) In-service teacher displays

2. In-service education workshops--monthly, two-hour sessions which would be held at the BCIU Administration Building
    A) Eight topics would be covered as follows:
        1) "Learning Styles"
        2) "Preventing Problems If Possible"
        3) "Effective Discipline"
        4) "Literature and Children"
        5) "The Sound of Music--The Early Years"
        6) "Microcomputers and Young Children"
        7) "Games - YES! Equipment - NO!"
        8) "Summer Arts and Crafts"

3. Networking--the sharing of ideas, resources, information and materials with others at the conference, during workshops, at the centers, and in the field in general.

Conference

Involving the BCIU staff members in the Red Balloon Conference appeared to be a low-cost way in which to enable many child care workers to become exposed locally in one day to a large number of people, resources, information and materials in early childhood related fields (Lansdowne & Jennings, 1981; Why,1983, p. 38). VanderVen (1979) asserted that "the field of child care in the last four or five years has seen an escalating amount of planned professional interaction in the form of child care conferences" (p. 148). This was evidenced by the 8-year-old Kutztown University Early Childhood Conference (Calendar, 1983, p. 28); the Pennsylvania Association of Child Care Agencies Conference which, also, originated in the mid-1970s (Calendar, 1983, p. 27); and the 1-year-old New England Association for the Education of Young Children Conference. VanderVen (1979) believed this pointed to "not only acceptance of the concept of professional education, but the recognition that it is essential for personal growth in professional practice and for total advancement of the field" (p. 199).

Besides serving as a gathering place for discussion of professional concerns, Gray (1982) felt "conventions are valuable ways to motivate, educate, and inspire" (p. 46). Johnson, a consultant to the National School Boards Association, declared that goals for a convention were increasing skills and knowledge, as well as competence, while expanding one's acquaintances (Sendor, 1983).

The conference workshop was seen by Berdine, et al. (1978) as an important means of information exchange and development of skills. Utilizing this format, "a group of individuals prepared a program of events, both didactic and performance based, which resulted in the participants leaving with a new set of professional skills and knowledge" (p. 49). Usually a workshop session lasted from one to three hours and involved a degree of participation from the audience. Lansdowne and Jennings (1981, p. 276) found that most consultants encouraged questions or comments from the conferees in order to keep the presentation relevant to their needs. Berdine et al. (1978) noted, unfortunately, the literature revealed little empirical data "to document the effectiveness of the conference workshop in teaching colleague professionals new skills or knowledge" (p. 49).

The literature did, however, place great emphasis on the ease with which a conferee was able to meet others in the field in order to trade information (Edelfelt, 1981; Palmer, 1983; Sendor, 1983). Conference workshops were specified by Boucouvalas and Cooke (1982) as a method of "goal-setting, strategizing, identifying and contacting resources, and building support groups". Sendor (1983) stated that by selecting workshops dealing with problems in the conferee's work setting, the child care provider was afforded an opportunity to relate to others attracted to this topic because they were involved in similar situations.

A practical suggestion made by Williamson and Elfman (1982) concerning annual professional organization conferences which were partially devoted to current issues was to have several teachers from one district attend these conventions. After the conference, these staff members would make presentations on pertinent topics to other faculty. In this way, the teachers had the responsibility for directly impacting on their own staff development.

Edelfelt and Gollnick (1981) concluded that annual conferences "foster informal exchange and they build networks through which educators learn a great deal" (p. 9). According to Andel (1982) and Peters (1980), just as important as the organized sessions were the informal conversations, communication with session presenters, and introductions to people who would act as resources. With some assistance from a support network, or group, or individual, as well as a little self-initiative, a conference would become an adult learning experience emphasized Boucouvalas and Cooke (1982).

The initial reason why this educator selected this particular solution was that by February 1983 no one had volunteered to serve as the coordinator for the Kutztown University Red Balloon VIII Early Childhood Conference. After the 7th year of this annual conference, there was a strong possibility that it would be canceled due to a lack of campus leadership. Previously, the Kutztown State College Laboratory School directors coordinated this conference as part of their assigned administrative duties. With the closing of the K.S.C. Laboratory School and present quarter-load reduction/per semester for the coordination of the Early Learning Center, as well as other teaching duties, "burnout" developed.

Dorothy Moyer, past conference coordinator, initiated several unsuccessful organizational meetings in late 1982 and early 1983. These attempts were followed by a commitment questionnaire from Dr. Moyer. The dean of the college of education made a verbal appeal for conference leadership to the faculty members during a February 1983 department meeting. In agreement with Palmer (1983), this educator felt there needed to be considerable involvement in the conference from the early childhood college students and in-service teachers. With the idea in mind of aiding the university in order to continue the conference, while changing the organizational format to skirt the staff burnout problem, this educator agreed to voluntarily coordinate the Red Balloon VIII Conference.

Key Kutztown University faculty members listed their preferences for chairing various conference committees on a written questionnaire from this educator during March 1983. Seventy-six college students volunteered to serve on, or co-chair, committees with the faculty. These students demonstrated their interest by filling out questionnaires after being personally contacted by this educator during their classes and Kutztown University Association for the Education of Young Children meeting in March 1983.

Requests were made through appropriate, local, educational newsletters and by sending letters to teachers and administrators in the field in an attempt to seek their participation in the conference. These educators were invited to contribute exhibits and workshop presentations, serve on committees, and act as facilitators to the conference consultants. Ford of the Community Chests of America noted the importance of "attempting to shift from gatherings primarily of the paid professionals to meetings in which volunteers, board members and other leaders take a prominent, if not leading, part" (Conferences, 1956, p. 11).

As the coordinator of the conference, this educator determined that anyone assisting with the conference would be allowed a waiver of the registration fee in gratitude for their service (Conference, 1980, p. 31). For this reason, this educator was able to propose this low-cost, in-service education solution to the BCIU Child Care Program administration and Education Committee. The registration fee of $14.00 would be waived for staff members willing to present exhibits or introduce workshop consultants. The administration felt that it would be possible for the program to pay the $6.00 luncheon fee for those participating staff members who desired to hear the luncheon speaker, Dr. Louise Bates Ames. The Education Committee, with approval from the administration, agreed that it was highly possible for the child care staff members to become involved with the Red Balloon VIII Conference in return for exposure to in-service education at the conference at a minimal cost to the BCIU Program (Boyle, 1981, p. 53; Swensen, 1981, p. 3).

There were many advantages to this in-service education solution for the BCIU child care workers. During a period of only one day, in just one location, these child care providers would be exposed to: two nationally recognized speakers' viewpoints; a wide variety of resources at 17 workshops; ideas at many commercial, student and in-service teacher exhibits; and opportunities for information exchanges with over 650 people in early childhood related fields. Many of the topics which would be covered at the conference were in the areas specified on the Education Committee's list of assessed needs (Appendix C) and subjects of concern to the BCIU administration.

The staff members would not have to travel far from their centers to attend this well-established, regional conference--20 miles at the most. The conferees would be able to further cut costs if they elected to form carpools in which to travel to the conference.

The conference would present a relaxed day for the staff members, as they would not need to worry about substitute coverage at their centers on a Saturday. Exhibitors would be instructed to display ideas that were successful at their centers, as well as presenting with other staff members with whom they were comfortable. The emphasis would be on making this a pressure-free experience as they shared practical ideas with others (Appendix M).

Mindful of the discrepancies in the staff members' experiences, this conference would offer valuable information for the novice, as well as the mature child care provider. Katz (1977) felt that teachers in their third or fourth year were especially receptive to experiences at conferences and that the more mature teacher needed the opportunity to participate directly in conferences (pp. 10-11).

Possibly the greatest advantage of this solution would be the many possibilities for networking. Before the conference, the staff members would need to discuss with the administration and their fellow colleagues what they hoped to accomplish at the conference. This would require them to have a framework in mind, as suggested by Boucouvalas and Cooke (1982) and Sroufe and Goldman (1978, p. 611). Sendor (1983) indicated that prior arrangements would need to be made in order for the child care workers to meet other educators at the conference who would be part of an unofficial network. Introductions to new resources would take place at this time through old contacts.

Besides the speakers, workshops, and exhibits, there would be time for informal contacts scheduled at the conference. An early morning coffee and mid-morning vegetable/cheese snack would allow a flexible time for the conferees to meet with one another and exchange ideas according to Andel (1982). Palmer (1983) reported that the catered luncheon on the conference site would provide yet another opportunity for informal meetings. The exhibitors would be provided with free time in order to hear the consultants and for social opportunities, as well as time periods devoted to viewing the exhibits (Conference, 1950, p. 24).

The workshops would offer many chances for networking. Because of the limited number of participants in each session, people would have an opportunity to interact with the consultant and other conferees. The child care providers would select workshops concerning topics of interest to them. In turn, the session would attract others interested in the subject. Sendor (1983) related that it would be possible for the child care workers to meet various participants after the session to elicit further information. Of course the BCIU staff members who elected to introduce consultants would have the special privilege of contacting them prior to the conference. These facilitators would have the opportunity to establish a close personal relationship with the consultants throughout the day, as well as in the years to follow.

The Red Balloon VIII Conference would have a special exchange built into the program for all conferees who wished to contribute and explore ideas, materials, and resources, as mentioned by Gray (1982, p. 48). The Idea Exchange (Appendix L) would enable each person to bring a sample of a favorite activity, display it, and receive a packet of contributed ideas several weeks after the conference. This would be in addition to the in-service teacher exhibit to which the BCIU staff members would be invited to share their workable ideas with the other conferees.

A benefit of this solution would be, as the BCIU child care providers participated in the conference, their involvement would bring them directly into the mainstream of the conference (Conferences, 1956, p. 11). When they returned to their centers, they would share their experiences and learnings with their colleagues. It would be possible for them to bring taped sessions back to their centers. Boucouválas and Cooke (1982) explained that this would allow the conferees to react with the other staff members in order to expand their discussions. These conference participants would be able to act as resource persons in their program situation (Conferences, 1956, p. 20) which would hopefully bring about the staff communication indicated as a major concern by the Education Committee (Appendix C).

Workshops

The workshop, as a means of in-service education, goes back as far as 1936 when "the first regularly organized educational activity designated a workshop... was conducted at Ohio State University" (Moffitt, 1963, p. 25). In the 1950s, literature reviews showed workshops were the most popular form of in-service education (Conducting, 1956; Parker & Golden, 1952). Studies reported in the 1980s by Fainsworth (1981) and Yarger, et al. (1980) indicated that principals and elementary teachers still prioritized workshops as the number one in-service education method. In agreement with the findings in the literature, the BCIU child care staff members desired to receive in-service education through workshops. This was noted by the staff needs assessment and topic of discussion at the Education Committee meeting (Appendix C).

The following definition of workshops related well to this practicum:

> A series of meetings, usually four or more two-hour sessions, that puts emphasis on individualized study within a group and with consulting teachers. Individual needs are the basis for choosing the problem to be solved. The significance of this method is that the individual student solves his own problems with the help of the group and the instructor, and leaves the workshop with a plan of action that he believes will fit his given situation (Conducting, 1956, p. 7).

Educators, such as Houston (1978), Lawrence (1974), and Skritic (1979), described effective in-service workshop efforts as being characterized by active involvement in a nonthreatening environment in which new materials were implemented, as well as productive and creative thinking skills increased. Friedstein (1980) explained ideas for a successful workshop. He stated that: "a good workshop starts where the learner is and takes the learner farther; a good workshop offers a chance for growth; a good workshop helps in communication; and a good workshop permits the learner" (p. 345) to invest more of himself.

Certain characteristics made the workshop a valuable method of in-service education Moffitt (1963) believed. He listed the following:

1. It emerges to meet the existing needs of the participants;
2. It provides expert assistance (commonly from higher institutions);
3. It is flexible and consequently can be adapted to many diverse groups and situations;
4. It provides for the pooling of information and sharing of experiences;
5. It develops both individual and group skills in attacking new problems;
6. It strengthens working relations with others in different status assignments (p. 26).

This educator felt after discussions with the BCIU Child Care Program administrators and Education Committee during the spring of 1983 that the preceding characteristics would make a workshop series of eight, monthly, two-hour sessions a suitable solution for the program's in-service education needs. Certainly, a workshop series would respond to the Education Committee's concern for staff communication and hands-on experiences as the workshop participants became actively involved in the sessions and networked with others.

Snow (1982) reviewed and summarized 10 demonstration in-service training programs for day care workers which were affiliated with higher education. Two projects in particular were related to the solutions selected for this practicum. The University of Arizona (Wetzel, 1969) successfully sponsored small group workshops for teacher aides from federally supported day care centers. The other program, which was coordinated by the College of William and Mary (Haulman, et al., 1975), utilized a training strategy for the 100 day care personnel of 10 workshops, three hours/week, presented at easily accessible locations.

Wilson (1977) suggested that in-service workshops should be moved off campus to locations which were convenient for the staff members. The importance of offering the program in the most centrally located region for rural in-service was emphasized by Costa (1979). Swenson (1981) related the strong partnership between the university and the schools in providing on-site district in-service offerings designed to meet the specific needs of the staff members.

A study by Yarger, Brannigan, and Mintz (1980) showed that "teachers are more likely to enroll in extension campus courses than in main campus ones with distance from home an important consideration" (p. 717). Farnsworth's (1981) research further supported that in-service programs should be conducted at the school campus where there appeared to be more of a commitment to use the information gained during the workshop.

As suggested by Boyle (1981) and Miller (1982), the administrators offered a large, bright, comfortable meeting room with many possibilities for flexible arrangements at the BCIU Administration Building as a suitable location for the workshop series. They agreed to take care of the room reservations and equipment provisions, as advised by Friedstein (1980). This building with excellent parking facilities was centrally located for the majority of the child care centers. The location was a common ground for the program personnel, as it was a place familiar to the staff members where they frequently attended meetings and picked up equipment. In relation to the solution of the problem of providing low-cost in-service education, there would be no charge for this facility or the equipment.

In addition to providing a proper location for a workshop series, Powers (1983) stated that it would be equally important to determine the appropriate time for the sessions within the staff members' schedules. It was strongly felt by Burrello and Orbaugh (1982), Edelfelt (1977), Lodge (1980), and Wiles and Kindsvatter (1978) that in-service education had to be a part of the teaching role with time set aside during the traditional school schedule for educators to learn. Cooper and Hunt (1978) specified that it should not be a requirement for staff members to give up their free time for ongoing in-service workshops.

Swensen (1981) reported that released-time was being provided by increasing numbers of school districts for in-service training. In the Vallejo School District, part of the success of the in-service workshops was attributed to releasing the teachers from classroom duties in order to attend the sessions. Sklansky (1980) felt this release from classes during prime time indicated to the Vallejo staff members that the workshop information was important.

It was suggested by Swedmark (1978) and Snow (1982) that one to two hours was an appropriate time length for workshops.

During this time the staff members would be able to discuss and share ideas without becoming fatigued or losing interest. A New Jersey school superintendent, Byrne (1983), related that his staff members found selecting workshops spread over 10 sessions to be a highly workable arrangement.

At the April 1983 meetings with the BCIU Child Care Program administrators and Education Committee members, it was clearly felt by both parties that it would be possible for at least one representative from each center to be given released-time in order to attend a workshop session during the daily program while the children napped. The various staff members at each center would arrange to provide coverage for each other since substitutes were no longer able to be hired for in-service education released-time due to budget cuts. The participating staff members would bring the workshop information back to their center to share with the other child care providers.

It was agreed that the sessions would be of a two-hour duration from 1:30 to 3:30 p.m. This was felt to be sufficient time to explore the topic and share ideas without being overwhelming. Teachers would not be too tired at this time, or involved with personal family obligations.

In order to maintain consistency, Mondays were designated as the workshop afternoon. The BCIU Head Start staff members were made aware of this impending in-service workshop series. They requested to send volunteers to the sessions. As Monday afternoon was already the specified Head Start training day, the BCIU Child Care Program Education Committee and the administrators felt that this day of the week would be a good choice for both programs.

Working around the seasonal and holiday schedules of the staff members and consultants, it was agreed that monthly workshop sessions would be most appropriate. This schedule would allow the workshop participants time to share and implement many of the ideas before the next session.

Studies by Brimm and Tollett (1974) and Wilen and Kindsvatter (1978) stressed the importance of involving educators in the planning stages of their in-service workshops in order to insure later success. Verzaro (1980) specified this was critical "in early childhood where the needs and perceptions of the potential inservice candidates may be so diverse" (p. 35). The Rand Corporation's four-year study further indicated that where the specific needs of the individual learners were addressed, the best training occurred (Mazzarella, 1980).

As suggested by Boyle (1981) and Bryne (1983), the BCIU Child Care Program staff members at each center were requested to indicate their priority in-service topics to the Education Committee during a 1983 spring needs assessment (Appendix C). It was specified at the March 1983 Education Committee meeting that the workshop delivery method was the preferred in-service means to be discussed at the April session (Appendix C). Utilizing these topics, as well as those also suggested by the program administrators (Rightmire & Schaeffer, Note 9), this educator contacted consultants who would be willing to conduct workshops free of charge. This action was taken based on Mangieri and Kemper's (1983) article, as well as Johnston and Yeakey's (1977) research, which concluded those workshops planned jointly by administrators and staff members were the most effective.

In agreement with Skrtic et al. (1979) and Hansen (1980) this educator believed that teachers needed options in their in-service activities, as well as content, in order to select information critical to their needs. She determined it would be necessary to send the staff members informational questionnaires in order to enable them to have specific input into their workshop series (Appendix D).

An important aspect of in-service education workshops was the careful selection of the consultants. Emphasizing this, Swedmark (1978) believed "the success of a program might well depend on the trainers' ability to present material and lead discussions effectively" (p. 54). Mangieri and Kemper (1983) reported that the consultants should "possess a large repertoire of methods and techniques for achieving the goals and objectives of the inservice program" (p. 29). The Rand Corporation study showed the best consultants were those who aided the participants in learning ways to solve their own problems, rather than solving the problems for them (McLaughlin & Marsh, 1978, p. 78).

Joyce, Howey, and Yarger (1976) described a study concerning preferences of in-service trainers. In this study, 1,000 educators responded that "over 20 percent preferred university personnel; about 70 percent preferred teachers; about 15 percent preferred consultants" (p. 3). Reilly and Dembo (1975) found many staff members appeared to be most comfortable with experienced teachers and more inclined to take advice from them. It was felt by Swedmark(1978) that if trainers from the outside were utilized the participants would attach a special importance to the workshops because of the quality of their expertise. According to Bookman (1973) and Powers (1983) "traditionally, university personnel have served as primary delivery agents for inservice programs" (p. 437). Drummond (1979) suggested considering a variety of training personnel including private consultants, classroom teachers, and university personnel.

As the coordinator of the in-service education workshop series, this educator would be able to gather the predetermined needs of the staff members and administration through assessments (Appendix C; Note 9) and questionnaires (Appendices D and N). Mangieri and Kemper (1983) related that she would be able to relay this information to the consultants by telephone conversation, personal contact, and through written comments (Appendix O). Byrne (1983) implied that the Education Committee would, also, be able to maintain contact with the teaching staff members and further communication between the workshop consultants and child care providers.

Each workshop consultant was selected by this university-based educator because of her expertise in an area specified by the BCIU child care providers and administrators. In an attempt to locate consultants with the varied backgrounds specified in the Joyce, et al. (1976) and other studies this educator utilized the following personnel, some having dual experiences (Appendix D): Dr. Janice Kulp (Kutztown University early childhood professor and former early childhood classroom teacher); Mrs. Mimi Gavigan (Albright College home economics professor and family therapist); Ms. Beverlyn Brightbill (family life educator); Mrs. Doris Burkhart (early childhood classroom teacher, educational consultant, and former Pennsylvania State University instructor); Mrs. Ina Grapenthin (Kutztown University assistant professor of music and teacher of young children's musical workshops); Mrs. Sandra Fisher (Kutztown University assistant professor of education and kindergarten teacher at the university laboratory school); Mrs. Susan Miller (Kutztown University associate professor of education, nursery teacher at the university laboratory school, and former Title IV A Day Care director); and Mrs. Helen Krizan (university laboratory school preschool parent and former art teacher).

In order to emphasize the concept of networking as a solution to this problem, all of the workshop consultants would, also, be involved in the Red Balloon VIII Early Childhood Conference in some way. They would participate as workshop presenters, exhibitors, facilitators, or committee chairpersons. This would provide a carry-over, as they shared resources and ideas with staff members who, also, attended the conference, or networked with those who did.

In order to meet the criteria of providing in-service education with limited funds, all the consultants when apprised of the situation by this educator volunteered their services at no charge. They were professionals who felt in this time of financial cutbacks that this was a way in which they could make a contribution to the field. Extending the network, this educator would expect to return the favor gratis for any of these consultants.

Four of the workshop presenters had been paid consultants for the BCIU program and/or Careers with Children consulting firm which provided in-service education in the past. Dr. Kulp, Mrs. Burkhart, Mrs. Miller, and Mrs. Fisher were already familiar with the program goals. These consultants had a reputation with the staff members for providing quality, pertinent workshops with input from the child care providers.

Holly (1982) discovered that teachers in a Michigan study "generally found value in self-chosen, informal, participatory activities. They particularly preferred activities that allowed them to work with other teachers, from whom they often felt isolated" (p. 418). This was born out in the Rand Corporation Study which disclosed that the most successful in-service education allowed for "hands-on" training, as teachers tried new techniques while having the freedom to ask the consultants for assistance (Mazzarella, 1980). Yarger, Brannigan, and Mintz's study (1980) of Syracuse teachers showed that the workshop format was popular with an emphasis on content.

As proposed by Bookman (1973), the coordinator for the in-service education project would encourage the staff members to become inquisitive, active participants in the workshop sessions. Jensen, Betz, and Zigarmi (1978) advised that the child care providers be given the opportunity to elect to attend specific workshop offerings related to their interests, as well as their centers' needs. It would be possible to make these choices for maximum workshop involvement as a total center staff during each center's regular, weekly planning session (Appendix P).

During a 1980 Title XX child care providers' in-service education training program which was sponsored by an Illinois university Scriven and Baldridge (1982) noted "surveys showed that child care workers needed training in: (1) child growth and development, (2) working with children with special needs, (3) developing classroom activities, (4) planning for a total program, and (5) working with parents" (p. 69). These training requests corresponded with those from the BCIU staff members and/or administration (Appendix C; Note 9). All of these topics would be covered at least in part during one, or more, BCIU workshop sessions.

It was possible for the education faculty members' research contributions to the field of early childhood education to be extended into the in-service education workshop training efforts. This would be the case when Dr. Janice Kulp involved the participants in the materials and resources related to her practical study of Dr. Rita Dunn's investigation of learning styles during the first workshop (Verzaro-Lawrence, 1982). Dr. Kulp's workshop presentation would respond to requests by the administration and staff members for information that would help "reduce numbers of discipline problems that result when youngsters are taught through materials or strategies that complement their styles" (Dunn, 1983, p. 496).

Teaching students to have responsible behavior was a problem seen by teachers at all levels. Frequently requested workshops on this topic were reported by Adams (1982) and Sparks (1982). Because of the great interest in this subject, two workshop sessions, "Preventing Problems If Possible" and "Effective Discipline", would be coordinated by a team of family therapists. The same workshop participants would be requested to attend both sessions for consistency. This would follow Smith and Siantz's (1978) suggestion that when inservice goals were concerned with the acquisition of new skills and behaviors, it was important to provide an opportunity for feedback.

The fourth workshop which would deal with literature and children would involve activity-based experiences. Mrs. Burkhart was noted for utilizing a most effective workshop technique cited by Houston and Freiberg (1979) of engaging the staff members in direct participation. She agreed with Williamson's statement that "the art of teaching literature to the young is to structure the experiences to develop understandings and appreciations while maintaining the sense of spontaneity, pleasure, and sheer exuberance which comes from sharing literature" (1981, p. 30).

During the fifth workshop, "The Sound of Music - The Early Years", Mrs. Grapenthin indicated that she would utilize a live demonstration of techniques, strategies and materials. This method was found to contribute to learner comprehension by Rutherford and Weaver (1974). She would, also, provide materials for the workshop participants to create their own musical puppets which they would share with their children as they learned to pleasurably respond to and make music. This effective technique was described by McDonald and Ramsey (1978) and Nye (1975).

The sixth workshop would be held at the Kutztown University Early Learning Center because of the availability of the microcomputers located at that facility. This preschool laboratory site would be used for a hands-on demonstration of microcomputer curriculum activities successfully engaged in by the students. Simple, practical teaching methods of introducing young children to microcomputers would be shared by the kindergarten teacher, Mrs. Fisher (Nystrom, 1977). Edmonds and Goodlad noted that effective schools "keep teachers up to date on educational instruction and technology through in-service training" (Hush, 1983, p. 28). The Troy Michigan School District provided an example of successful hands-on microcomputer workshop experiences for staff members, administrators, parents, and children (Computer, 1983). This particular workshop would satisfy the BCIU Education Committee's request for practical, hands-on experiences in an effort to keep the staff abreast of current trends as advised by Steiner (1983).

According to Powers (1983) "on-site development of materials is an effective procedure, allowing maximum personalization of materials and providing teachers with input into design and utilization" (p. 438). For the seventh workshop, this educator would expect to conclude her active involvement session, "Games - YES! Equipment - NO!", with the development of a group booklet of games successfully used at the various centers and shared by the participants. This would parallel a games booklet prepared by this consultant with early childhood educators from New England (Appendix Q) and sent to all BCIU staff members who returned their information questionnaires (Appendix D). As suggested by Miller (1982) the completed BCIU games booklets would be mailed, as a reward, to all child care providers who sent back their post-evaluation questionnaires (Appendix J). This follow-up would be a part of the networking process.

A specific request from the Education Committee and administrators was for workshops that would deal with activities for multi-ages. This games session would, also, address the physical education and large-group activities topics. As proposed by Bogdanoff and Dolch (1979), the child care workers would participate in, share, and learn to develop games to "match the children's abilities, interests, and cultural backgrounds as well as the program's curriculum goals" (p. 45). The gamelike activities would assist the staff members as they helped the youngsters evolve ways to learn about themselves and their friends, as well as the world about them.

The last workshop, "Summer Arts and Crafts", would follow a "show and tell" format suggested by Cooper and Hunt (1978) with the content focused on materials and techniques. The participants would be given the opportunity to manipulate materials and explore new ways to use inexpensive and "junk" media. Eliason and Jenkins (1981) and Seefeldt (1980) implied that art activities of this type would allow the children an outlet to express themselves freely in unique, nontraditional ways. In keeping with the "summer" theme, many of the workshop projects would be appropriate for outdoor experimentation in a relaxed atmosphere.

The Adult Education Association of the United States stated that "a workshop, then, depends for its success on the sharing of resources for the solution of common problems" (Conducting, 1956, p. 42). This organization felt that an important workshop goal was to "develop a sense of shared interests and problems and a climate of mutual respect and understanding among members in which each is willing to help and be helped by the others" (p. 20). Allen (1951) further emphasized that the human relations aspect emerged as a major value of the workshop method.

In the Vallejo School Disctict, Sklansky (1980) asserted that a key to the success of the workshops was an involvement of the administration right from the beginning. Teachers and administrators both attended workshops together. In this way, bonds of trust were encouraged. Staff members and administrators developed a network, as jointly they learned new ideas, talked, and shared each other's concerns.

In the BCIU Child Care Program in-service education workshop series the staff members and administrators would be involved in both the assessment and planning of the workshop topics. They would select the workshops they wished to attend (Appendices D, N, P) after discussing their choices with their colleagues. During the workshops, many opportunities would be afforded the participants to network with each other and the consultants. After the sessions, the staff members and administrators who attended the workshops would be expected to share the information, techniques, and materials according to their individual and program needs.

It appeared that the two-hour, monthly workshop series of eight sessions would meet the criteria set forth by the BCIU administration, the Education Committee and this educator for the solution of the problem. The workshops would be absolutely free, as the consultants would not charge a fee, nor would there be any cost for the facilities. All materials to be duplicated would be handled at no charge by this educator's aides.

The workshop format desired by the Education Committee (Appendix C) would be provided, as would the "hands-on" experiences specified by the group. The provision for staff communication would take place during the workshop selection process, at the sessions, and when the participants returned to their centers to share information. As was emphasized by the Education Committee, the consultants would provide practical, pertinent ideas and materials during the workshops.

Networking

Cusick (1981) explained that Barnes brought about the popularity of the term "network" when he began to analyze Norwegian social relations. Barnes (1977) defined a network as "a set of points, some of which are joined by lines. The points of the image are people or sometimes groups, the lines indicate which people interact with each other" (p. 237).

Rosenfield (1980) described a network model designed as a teacher resource center for New York City teachers of the gifted and talented with input from university faculty members. She saw the network concept as "a paradigm that has potential to contribute to educational systems with limited resources" (p. 75). This was compared to the ideas of Sarason et al. (1977) who explained that a network was:

> an informal association of individuals, one of the major purposes of which is to help its members explore and pursue ways by which they could use each other in mutually productive ways. Participation is voluntary and the network has no money to give to anybody (p. 91).

In the Aquarian Conspiracy which described personal and social transformations in the 1980s, Ferguson (1980) related that networks provided enrichment with a mutual support and cooperation in order to effect change. She felt networks "connect those with complementary skills, interests, goals [and] promote the linkage of their members with other people, other networks" (p. 214). Information in the network moved in a nonlinear fashion.

Cohen and Lorentz (1977) implied much of life's accomplishments occurred because of informal arrangements exploiting connections between people. Actions and ideas were circulated among and within people networks which caused the engineering of a human interaction process. These researchers strongly felt that the designing of people networks was just in its infancy. They expressed hope that government agencies and educators would seize the opportunity for utilizing networking as a method of advancing vast national objectives.

This would be one of the hoped for objectives of this practicum. During the conference and the in-service workshops it was expected that staff members, administrators, and consultants would share resources in the network fashion thus described. Upon returning to their centers with ideas, the participating staff members would continue to network with their colleagues.

Having defined networking, certain characteristics should be described. Rosenfield (1980) noted that the organization of a network was horizontal without an official hierarchy. Second, "each member potentially has something to contribute and something to receive" (p. 75). Third, not permanent, and therefore flexible, networks were able to change at any time according to the members' needs cited Cohen et al. (1977), Rosenfield (1980), and Simon and Belz (1980).

The network allowed its members a psychological support that was mutually beneficial as they exchanged information according to Gray (1982) and Simon and Belz (1980). Devaney (1981) maintained that affective characteristics of the network were "encouragement, reassurance, commiseration, understanding of problems, recognition that there are people ... who share similar beliefs, stresses, and satisfactions" (p. 492).

Cohen and Lorentz (1977) declared one of the most notable aspects of a network was that it was voluntary. Devaney (1981) related, "thus both takers and givers in the network are participating because they want to, not because it is required" (pp. 502-503). Voluntarism was vital to the networking system. Simon and Belz (1980) testified that this voluntary identification and utilization of resources was participation at its very best, as networking facilitated self-directed learning.

Another characteristic which related explicitly to the solution of this practicum was that a successful network did not need to involve the exchange of money. This was indicated by Ferguson (1980) and Sarason et al. (1977). Rosenfield (1980) reported that it was possible to deal with others in a network in a barter-type of relationship. Devaney (1981) and Simon and Belz (1980) saw the network as a grassroots type of movement and inexpensive means of communicating. Devaney (1981) discovered that networks were used by participants to gain "secure trusted, immediate, and practical information, examples of the innovation, and advice, with minimal effort and expense" (p. 787). In Cohen and Lorentz's (1977) networking experiences, they found it was a way to reduce per capita cost because of the inherent volunteerism.

All of the preceding characteristics were reasons why networking would be an excellent solution to the problem. The "giving and taking" of ideas would occur in the workshops, at the various conference activities, and later at the centers, as individual and program needs were met and underwent change. All participation in the in-service activities would be strictly voluntary from the selection process to the level of involvement during, and after, the sessions. Concerning financial matters, most specifically in the form of a barter, the conference registration fee would be waived for those staff members who volunteered to be a part of the Red Balloon VIII. Because there would be no charge for any of the workshop facilities and the consultants would volunteer their time, the sessions would be free to all BCIU child care providers.

While studying the success of male executives, Hennig and Jardim (1977) uncovered the "old boy network" phenomenon. They defined this as "a subtle, active system of support which is dependent on friendships, persuasion, favors, promises, and connections with people who already have influence" (p. 39).

It was pointed out by Javonovich and Tanguay (1980), Pancrazio and Gray (1982), and Secrest (1983) that it would be possible for colleagues who worked within a network to search for others with a specific professional speciality. Mapping techniques within the network would become "the basis of a plan for generating working contacts that will help the network achieve particular goals and purposes", suggested Cohen and Lorentz (1977, p. 2).

As the coordinator of the in-service project and network system, Cohen and Lorentz (1977) related that it would be this educator's role to assist in identifying "situations which need the help of professionals and recruit these professionals for the task" (p. 3). In order to bring together different talents and assist them to develop, this educator would need to be the liaison person between the various BCIU child care network members, and the BCIU network and the outside consultants.

Much like the "old boy network", this educator asked personal and professional friends the favor of providing voluntary in-service education in areas of their expertise for the BCIU staff members. In some instances she was "calling in" professional favors, while for other requests she promised the consultants reciprocal services for their classes or pet projects. These consultants volunteered free of charge to become involved in both the Red Balloon Conference and the workshop sessions in order to strengthen the network system through an awareness of the total in-service education project.

Burrello and Walton (1980) and Holly (1982) stated that it was critical for teachers to identify and become involved in their educational training needs. When the activities were designed by the consultants and the coordinator, they had to incorporate the desires of the participants. A shared environment had to occur for networking to take place, emphasized Hansen (1980) and Hunt (1978).

Since networking involved an exchange, Pancrazio and Gray (1982) maintained that help should be acknowledged and a commitment made to assist others within the network. For it to be successful, Cruickshank et al. (1979) and Skrtic et al. (1979) felt that teachers within this type of in-service experience needed encouragement to generate, develop, share, and revise their ideas.

Above all, Gardenswartz and Rowe (1982) advised that opportunities must be provided for colleagues to interact and receive feedback from each other.

According to Cohen and Lorentz (1977), it would appear that the greater the number of members in a particular network, the more "ways in which the talents of these members can be classified, the higher the number of interconnecting links, and the more systematic the direction of the flows that connect the links--the more powerful is the potential of the network" (p. 2). Participants would soon find instances for sharing and collaborating beyond the simple topics focused on by the network, disclosed Devaney (1981).

Gardenswartz and Rowe (1982) pointed to the important role communication played in staff development programs. They felt that staff members must have an interaction with and feedback from others in order to fulfill their potential. Communicating easily and frequently about professional issues with others in the network was stressed by Devaney (1981). Mitchell (1973) clearly identified networks "as communication links which act as vehicles for the flow of information" (Simon & Belz, 1980, p. 23).

Networking would provide the BCIU staff members and administrators with a means of continual involvement in their in-service education. The staff members relayed their needs to the Education Committee, who in turn commissioned this educator to locate appropriate in-service consultants who would address these concerns. The BCIU administrators, likewise, offered their suggestions and gave their consent to this practicum. The BCIU staff members and administrators, on an individual basis, were given the opportunity on the workshop questionnaires (Appendices D and N) to refine and specify their explicit concerns which would then be forwarded to the appropriate consultants by the coordinator. These educators were given the chance to list how they wished to share in the workshops (Appendices D and N) and/or participate in the Red Balloon Conference (Appendix M).

The consultants would be instructed by this educator to encourage the participants to interact and share information during the workshop sessions (Appendix O). Informal idea exchanging would occur over refreshments provided free of charge by the BCIU at the beginning of each session and during a mid-point break.

At the conference the participating BCIU volunteer staff members would be information "givers and takers", as they manned their in-service teacher exhibits. When they networked with other conferees during the exhibits, they would extend their linkages throughout many early childhood programs in Southeastern Pennsylvania.

Any staff member who introduced a consultant at the conference would have an opportunity to personally and naturally share ideas with this professional as he/she made the initial telephone contact, aided him/her in setting up, and discussed ideas over luncheon. As the session facilitator, the staff member would assist the conferees in communicating their needs and resources.

Besides the obvious networking that would occur in the conference workshop sessions selected by the staff members according to their needs, important information sharing would occur during the informal moments. The Red Balloon Conference schedule was designed in such a way as to allow individuals and small groups to gather and explore ideas over coffee and Danish pastry in the early morning, during two exhibit sessions, at the late morning vegetable/cheese snack, and at the small luncheon tables.

When the conference and workshop participants returned to their centers, the networking cycle would continue as feedback would be given to those who were unable to attend. It was expected that the shared resources would trigger suggestions and ideas from the center staff members who would react to the in-service information.

Many in-service education programs across the country utilized networking as an integral part of their plan. Costa (1979) described a rural, California school district which emphasized collegial relations as an essential portion of its in-service program. Devaney (1981) reported that the Teachers' Centers Exchange in-service model, supported by the National Institute of Education, found the network energized and expanded "each participant's natural network of personal contacts while preserving each participant's impetus, expression of need, and contribution of resource" (p. 488).

Dick Goldman, Nova University, was involved with leading a networking task force for The Conference-Research Sequence in Child

Care Education at the University of Pittsburgh. This project accentuated the significance of a communication network that would "solicit information and feedback from a national audience which can then be integrated into outcomes useful to the continuing development of the child care field" (Porter & Rubenstein, 1981, p. 270).

Two family day care home in-service training models incorporated networking into their programs. The Ramsey County Family Day Care Training Model in Minnesota held several sessions in its series with a group of providers in order to assist them in becoming acquainted with fellow child care workers with whom they would be able to develop continued, supportative relationships (Kilmer, 1979). During New York City's Red Hook Family Day Care Training Program workshop the "providers shared their knowledge and experiences in similar situations, mutually profiting from one another's past successes and mistakes" (Brout & Krabbenhoft, 1977, p. 50).

In this educator's state of Pennsylvania, a sister university, Bloomsburg, entered into an in-service partnership with the Line Mountain, Shamokin and Midd-West School districts. Serving as consultants to these local school systems, the university faculty brought workshops to the teachers. Kirkpatrick (1983) disclosed that this network was viewed as highly successful by the superintendents who felt the partnership was most realistic.

A major network goal would be to encourage individual expression, self- and mutual-help. Networks operate on the assumption that the

the staff members would be both givers and takers and that the network would help to bring out each person's uniqueness. Cohen and Lorentz (1977) noted that networks would not require any special expenditures. With this in mind, it would appear that the solution of networking would meet this practicum's objectives and succinctly address the problem.

Calendar of Plan of Action - 1983

1. February 23 - Appointed Coordinator of the Kutztown University Red Balloon VIII Early Childhood-Elementary Education Conference by the Dean of the College of Education.
2. March and April - Obtained workshop consultants and speakers for the Red Balloon Conference.
3. April 15 - Received approval from Dr. Dorothy Moyer, coordinator of the Kutztown University Early Learning Center, to proceed with plans to provide in-service education for the BCIU Child Care Program staff members.
4. April 18 - Approval given by Lynn Schaeffer, BCIU preschool supervisor, and Karen Rightmire, BCIU preschool director, to provide in-service training to the child care workers.
5. April 20 - Approval given on behalf of the staff members by the BCIU Education Committee to provide in-service training to the child care workers.
6. May 2 - Invitations mailed to BCIU staff members to participate in the Red Balloon Conference in order to receive free in-service education (Appendix N).
7. May 3 - Meeting with Ms. Ann Cimino and Dr. Clinton Burket, Red Balloon Conference In-Service Teacher Exhibit co-chairpersons.
8. May 4-10 - Arranged for consultants for BCIU in-service workshop series.

9. May 19 - Meeting with Mrs. Sally Knappenberger and Ms. Nerrine Middleswarth, co-chairpersons of the Red Balloon Facilitator Committee.

10. May 26 - Workshop consultants approved by the BCIU Child Care Program administrators and Education Committee representing the staff members.

11. May 27 - PPQ approved by Nova University Practicum Reviewer, Dr. Georgianna Lowen.

12. June 16 - Met with Dr. Thomas Shea, Kutztown University computer specialist, concerning evaluation materials.

13. June 29 - Confirmation letters sent to workshop consultants (Appendix R).

14. July 10 - Return date for consultant information form.

15. July 22 - Conference in-service teacher exhibit memos sent to BCIU administrators (Appendix S).

16. July 25 - Mailed Red Balloon Conference in-service teacher exhibitor or facilitator reminder requests (Appendix T).

17. August 24-30 - Personal telephone calls made to all centers to encourage staff to participate in the conference and to explain the workshop series.

18. Sept. 1 - Cover letters, information forms, and workshop selection sheets sent to staff members (Appendix D) and administrators (Appendix N).

19. Sept. 2 - Center workshop selection forms sent to all head teachers (Appendix P).

20. Sept. 15 - Conference programs, registration forms, and letters of instruction sent to BCIU conference participants by Mrs. Susan Miller, coordinator, and Ms. Ann Cimino and Dr. Clinton Burket, In-service Teacher Exhibitor co-chairpersons (Appendix U).

21. Sept. 27 - Reminder notices for information and workshop planning questionnaires sent to BCIU staff (Appendix V).

22. Oct. 1 - Return date for staff members' and administrators' information and planning questionnaires. Game booklets sent to staff members upon receipt of questionnaires (Appendix Q).

23. Oct. 5 - Follow-up telephone calls made to centers for workshop questionnaires.

24. Oct. 15 - Red Balloon VIII Conference at Kutztown University. Participation at sessions/activities; involvement as facilitators or exhibitors; signing of BCIU staff attendance form (Appendix E).

25. Oct. 17 -Workshop consultants sent information letters (Appendix O).

26. Oct. 17 - Conference questionnaires sent to BCIU conference participants (Appendix F).

27. Oct. 31 - Conference questionnaires returned.

28. Nov. 7 - Beginning of eight, monthly workshops held at the BCIU Administration Building, Reading, PA from 1:30 - 2:30 p.m.

    Information pertinent to each workshop session:
    Publicity flyers mailed one month prior to each workshop (Appendix W);
    Participants signed an attendance sheet (Appendix G) and completed an evaluation form at the end of each workshop (Appendix H);
    Each consultant received a thank you letter and evaluation form after her session (Appendix I);
    Tabulated workshop evaluations were mailed to each consultant (Appendix X).

29. Nov. 7 - "Learning Styles", Dr. Janice Kulp.

30. Dec. 5 - "Preventing Problems If Possible", Mrs. Mimi Gavigan and Ms. Beverlyn Brightbill.

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31. Jan. 23 - "Effective Discipline", Mrs. Mimi Gavigan and Ms. Beverlyn Brightbill.

32. Feb. 6 - "Literature and Children", Mrs. Doris Burkhart.

33. March 6 - "The Sound of Music/The Early Years", Mrs. Ina Grapenthin.

34. April 2 - "Microcomputers and Young Children", Mrs. Sandra Fisher. Held at Kutztown University from 2 - 4 p.m.

35. April 16 - "Games - YES! Equipment - NO!", Mrs. Susan Miller.

36. May 7 - Concluding workshop in series. "Summer Arts and Crafts", Mrs. Helen Krizan. Staff members' (Appendix J) and administrators' (Appendix K) post-evaluation questionnaires hand delivered to those present.

37. May 8 - Staff members' (Appendix J) and administrators' (Appendix K) post-evaluation questionnaires mailed.

38. May 22 - Return date for post-evaluation questionnaires. Game booklets sent to staff members who returned questionnaires (Appendix Y).

39. Summer - Data compiled and practicum report written.

Report of the Action Taken

The outline for the calendar of the plan of action was followed as specified. The problems that occurred in the actual implementation of the proposed practicum solution were minor. It would appear that any reader who wished to duplicate this project could do so successfully without significant changes.

Kutztown University faculty members and administrators were involved with the planning and decision-making process from the inception (McPeak, 1983). On February 23, 1984 Dr. Henry Ryan, dean of the College of Education, approved the appointment of this educator as the coordinator of the Red Balloon VIII Early Childhood Conference. He indicated his willingness to assist in any way in order to "get the balloon off the ground".

The Early Learning Center Coordinator, Dr. Dorothy Moyer, gave her support to the total project in the spring and cleared the way for implementation with the university administration. Specifically, she agreed to handle all finances for the conference and to supervise the preschoolers with Mrs. Sandra Fisher, kindergarten teacher, while this educator coordinated the in-service sessions off campus at the BCIU Administration Building.

Key people in the cooperative effort between Kutztown University and the BCIU Community Child Care Program were Mrs. Karen Rightmire, preschool director, and Mrs. Lynn Schaeffer, preschool supervisor. On April 18, 1984 they gave permission for this educator to provide in-service training for the child care workers and acted as liaisons throughout the project.

Other BCIU Child Care Program administrators who assisted with the in-service training were Mrs. Ramona Turpin, preschool coordinator and member of the Education Committee; Mrs. Pauline Jackson, replacement for Mrs. Turpin while she was on maternity leave; and Mrs. Joanne Reinheimer, family/preschool coordinator. The administrators were involved with the practicum in the following ways: arranging the schedules for the day care workers to attend the sessions; reminding the personnel of the in-service dates and encouraging them to attend; explaining the networking process; describing the workshops to the staff members; supplying refreshments; being available at the sessions to give credibility to the project; responding to the requests from the staff members for additional information and/or materials after they attended the in-service offerings; and providing feedback to this educator after each session.

These administrators' interest and dedication to the project was as great as this educator's enthusiasm. They, also, believed in the value of in-service education for their staff members. While this educator was primarily responsible for dealing directly with the consultants, the administrators were in charge of communicating with the child care workers.

In April, this educator met with the BCIU Child Care Program Education Committee to discuss their in-service training requirements based on the expressed needs of the day care workers (Appendix C). At this time approval was given on behalf of the staff members by the BCIU Education Committee to provide in-service training to the child care personnel. This training was to consist of the staff members' involvement in the Red Balloon Conference, a workshop series, and networking. The educator promised to obtain consultants who would address the topics requested by the child care providers.

During March, April, and May, as the coordinator of the conference and the workshop series, this educator procured consultants, keynote speakers, and exhibitors. Some were of national importance, while others were known regionally or locally.

Many of the conference consultants were paid an honorarium by Kutztown University. Several Nova University and Kutztown University colleagues, however, entered into the spirit of networking and provided their consultant services for the conference and workshop series at no charge (McPeak, 1983). All of the workshop consultants contacted personally by this educator agreed to address for free a topic specified by the BCIU Child Care Program workers and administrators.

This educator met in April with Mrs. Gladys Kline, conference and part-time Early Learning Center secretary. Together, they designed and developed conference and other pertinent materials such as: publicity flyers; cover letters and questionnaires for the BCIU Child Care Program staff members and consultants; conference informational folders; and evaluation instruments for this practicum.

Mrs. Kline and/or her office aides typed, duplicated, and collated all of the materials for this practicum. She numbered each questionnaire and prepared the mailing packets with IBM sheets and self-addressed envelopes. Mrs. Kline tabulated the responses received from the BCIU staff members and sent them their "reward" booklets for returning their evaluations. Her expertise at obtaining self-addressed stamped envelopes, or rushing an order through the university print shop was invaluable. Mrs. Kline was the campus liaison person for the day care personnel and consultants when this educator was off campus during the summer, or after her regular working hours.

May meetings were held with the Kutztown University faculty members who volunteered to serve as chairpersons of the conference in-service teacher exhibit and facilitator committees. This educator discussed the networking process with these professors in order to enable them to assist the BCIU staff members with this concept when they communicated with them.

Invitations were to be sent out from the BCIU Child Care Program administration office on May 2 to all staff members. This letter encouraged them to participate in the Red Balloon Conference in order to receive free in-service education (Appendix M). The child care providers were requested to act as facilitators for consultants, or to present exhibits to share with the other conferees.

When only one staff member had returned the conference request by the May 17 confirmation date, it was obvious that there was a communication problem. While conversing with a staff member that this educator knew well, she discovered that the invitations had been sent out in the BCIU inter-program mail only a few days prior to the return request date. As a result, this educator determined that it was wise to mail all future communication directly from her own office at the university in order to control the date that the information would be received by the staff members.

During a telephone conversation canceling the scheduled May 18 Education Committee meeting, the preschool supervisor offered the following possible reasons why the staff members had not sent back their responses: "they were waiting to return their forms to the central office with their time cards; they felt pressured to think up exhibit ideas in a hurry for a commitment so far in advance; and with the staff reductions, they had more children than ever and less time to gather ideas" (Schaeffer, Note 25).

At the rescheduled Education Committee meeting, Mrs. Schaeffer indicated that she called each center personally to encourage the staff members to participate in the conference. The excuses previously suggested were given as the reasons for not returning the conference involvement forms.

As the spokesperson for the other staff representatives present at the Education Committee meeting, Mr. Ed Chimenko, one of this educator's former staff members, explained that the coordinator of this in-service project was caught in the middle of an unpleasant situation. He related that the teachers' union was negotiating with the administration for a new salary agreement. As the teachers felt the salary offer was inappropriate, they were not willing to do anything for the administration at the time. This educator's conference participation invitation was sent from the central office; therefore, it was interpreted as another request from the administration (Chimenko, Note 16).

This educator emphasized to the committee members that she had followed their instructions and procured workshop series consultants who would address the topics specified on their needs assessment. She advised the committee that the conference speakers were, also, dealing with the areas of interest indicated by the staff members. This in-service coordinator reminded the committee that in return for her providing low-cost in-service training for the BCIU Child Care Program staff members, they had obligated the child care providers to become involved with the conference.

The Education Committee members maintained that the teaching staff members were "too burned out" to arrange for exhibits. They were afraid that they would not be able to present any good ideas (Chimenko, Note 16).

This educator testified that the conference almost was not held this year because of lack of leadership. She noted that the conference coordinator did not receive pay for that voluntary position. She explained that this educator, also, taught children and worked with parents, the same as the BCIU child care providers, in addition to her other duties at the university. This educator disclosed that only 13 out of 45 faculty members responded to the conference questionnaire requesting assistance. She was, therefore, operating the Red Balloon conference with the help of 70 volunteer university students.

The Education Committee members were able to relate to this dilemma. They made a firm commitment that the BCIU child care workers would provide eight exhibits for the Red Balloon Conference. The workshop consultants were approved at this May 26 meeting. This was the last time that this educator met with this committee which disbanded due to union negotiation difficulties.

At the end of July, the BCIU administrators and staff members were sent reminder notices concerning their participation in the conference (Appendices S and T). By August 18 this educator had received only one response in writing. Now that she had returned from a two month absence from Pennsylvania, it became imperative for her to contact each BCIU child care center personally by telephone during the last week in August. The commitment for eight exhibits was reached at this time.

Many staff members indicated that they would have liked to become involved with the conference; however, Saturday was a difficult time for them. Several individuals worked a second job on that day, while others had family commitments.

On June 29 all of the workshop consultants were sent confirmation letters. As none of the consultants returned the forms to this educator at her out-of-state summer address by the requested date, Mrs. Kline, Kutztown University secretary, made personal calls to each individual in mid-July. This established an important pattern for this practicum. This educator discovered the necessity of herself, Mrs. Kline, or the BCIU administrators making personal contact with the consultants and staff members as a reminder before events and after mailings for maximum effectiveness.

Dr. Thomas Shea, Kutztown University computer specialist, met with this educator in June 1983 to discuss the computer scoring of the evaluation instruments. When all of the questionnaires and/or evaluation responses were eventually received, it was determined by this educator that the number was small enough each time for the items to be hand scored. This meant that a wait for computer time during June 1984 was eliminated. Respondents were able to write their scores on the IBM sheets with pens or pencils, as this would not have an affect on the computer. This decision meant that the IBM forms could be folded and a university aide would not have to recopy sheets that had been mailed in order to be computer scored. Lastly, hand scoring the responses meant that the consultants and this educator received immediate feedback.

Cover letters, information forms, and workshop selection sheets were sent to the home addresses of all the staff members (Appendix D) and to the office for the administrators (Appendix N) during the first week of September. These items fully described the workshop series and explained the concept of networking. Each center head teacher received a special scheduling form in the mail in order for his/her staff members to sign up for their preferred selections according to the center's and individual's needs (Appendix P).

Due to the low number of returns, reminder notices were mailed home to all staff members (Appendix V). Personal follow-up telephone calls were made to each center by this educator on October 5 requesting the return of the questionnaires and schedules.

In keeping with the theme of networking, a game booklet was sent to each responding staff member as a "reward". With such frequent mailings, Mrs. Kline utilized xeroxed mailing labels for each individual.

One month before the conference a program, registration form, and letter of instruction was sent to the BCIU conference participants by this coordinator and the In-service Teacher Exhibitor Committee co-chairpersons (Appendix U). It was not necessary for the Facilitator Committee co-chairperson to send an information letter, as the child care providers did not select this particular option.

The BCIU administrators explained to their staff members during a staff meeting that no one would receive reimbursement for Red Balloon Conference fees. The only way that staff members could attend, unless they paid their own registration, was through involvement with the conference.

Two weeks prior to the conference, three staff members expressed a desire to participate in a conference activity, thereby receiving free in-service education. As the program information had already been printed, this educator suggested that these individuals contact the Idea Exchange Committee chairperson. She needed assistance displaying materials that the conferees brought with them (Our, 1983). The Idea Exchange Committee members would collect the self-addressed stamped envelopes and idea cards from the participants. Selected materials would be duplicated and exchanged by mail after the conference (Appendix Z). This involvement proved to be a most appropriate networking activity as the BCIU child care providers were placed in a position to receive and give information.

Five days before the conference several staff members had not yet determined their workshop selections. When this educator personally called these individuals she discovered that they were overwhelemed about participating in a large conference and required guidance in planning their activities that day. Many workshop sessions were closed; however,the conference coordinator assigned first choices to the staff members wherever possible. This educator encouraged staff members from the same center to attend different sessions and network when they returned to their center.

When the BCIU child care providers arrived at the Red Balloon Conference, they were greeted warmly by the conference secretary, Mrs. Kline. Registration folders for these special participants were located at an individual table. A sign in sheet for documentation purposes was provided.

The BCIU child care providers arranged their exhibits from 7-8 a.m. on the day of the Red Balloon Conference. Kutztown University students were available to assist the child care workers set up their displays. The In-service Teacher Exhibit chairpersons directed the participants to their designated display table where their requested equipment was located. From 8-9 a.m. and 11:10-12:10 p.m. (Appendix L), the staff members had an opportunity to exchange ideas with other conferees at the exhibit area and/or idea exchange (Emmens, 1984). As the conference coordinator, this educator made a point of interacting with the staff members at each exhibit and personally thanking them for helping to create such a successful conference display.

Throughout the day, this educator checked to see that the BCIU staff members and administrators were involved with networking during the workshops they had selected, refreshments, exhibits, and luncheon. She frequently made suggestions to the child care workers and arranged for introductions to assist them in extending their experiences. It was an excellent way for this educator to professionally get to know the staff members that she would be working with for the next seven months.

After the conference, numbered questionnaires were mailed to all BCIU participants. A follow-up telephone call by this educator and a mailing of duplicate questionnaires was required. The majority of the responses finally reached this educator two months after the conference. Immediately after the Red Balloon Conference, each BCIU participant received a personal handwritten thank you note from the conference coordinator.

Four weeks before the workshop series, this educator contacted Mrs. Ramona Turpin, preschool coordinator, to ask her assistance in persuading the head teachers at 10 centers to return their master workshop schedules in order for this educator to give feedback to the workshop consultants. Two weeks before the first workshop session, this educator personally called the head teachers at their centers to request the information and answer any questions they might have. All of the teachers emphasized that they were looking forward to attending the workshops. They cited the following reasons for not returning the master schedules: the center staff was not permanent and it was impossible to assign personnel to workshops on a long range basis; it was was difficult for all the staff members to find the time to meet together to determine who would attend each session; many staff members did not have a car and needed to locate transportation to the BCIU Administration Building; or the forms had been misplaced.

In October, the workshop consultants were sent letters from this educator sharing information concerning the BCIU staff members' expectations for the various workshops (Appendix O). She reiterated the consultant's role in the networking process. A month's notice for the duplication of materials was requested. This educator conveyed her desire to assist the consultants in any way.

Beginning with the November 7, 1984 workshop, certain standard procedures were followed for each of the eight monthly workshops:

1. One month prior to the workshop a colorful publicity flyer designed by this educator's aide was sent to the home address of every person who signed up for the session. A flyer was mailed to each center, as well (Appendix W).

2. All materials to be reproduced for the consultant were duplicated by this educator's aide one month in advance (Appendix AA).

3. Two weeks before the session the consultant was personally contacted by this educator to discuss audio-visual needs and room arrangements. Questions concerning the BCIU staff members' involvement and requests were answered at this time.

4. Mrs. Lynn Schaeffer, preschool supervisor, was then given the information from the consultant so that she was able to place a work order for the room arrangements and desired equipment.

5. Beginning with the fifth workshop, an administrator from the BCIU central office called each day care center the day before the session as a reminder.

6. A BCIU secretary set up the refreshments one hour before the session so that early arrivals had the opportunity to socialize informally.

7. This educator and a BCIU administrator arrived one hour prior to the session to assist the consultant with arrangements.

8. This educator placed name tags and an attendance sheet (Appendix G) on a table near the door. She asked a staff member or administrator to act as a greeter when people signed in.

9. The session began at 1:30 and lasted for 2 hours. At the midpoint, the participants were encouraged to network during a refreshment break.

10. The consultant was introduced by this educator. As the coordinator of the session, she acted as a liaison person between the participants and the consultant.

11. At the end of the session the staff members were provided with an evaluation questionnaire (Appendix H).

12. The consultant received a general thank you note and evaluation form after her session (Appendix I).

13. This educator assisted with the cleanup of the facility and helped the consultant transport her materials to her car.

14. Tabulated workshop evaluations were mailed to the consultant the day after the session (Appendix X). This educator included a personal, handwritten thank you note to the consultant expressing her gratification, as well as that of the staff members, for providing such relevant in-service training at no charge.

15. A personal letter of appreciation was written to any consultant's administrator who allowed the person to present the workshop. The consultant's involvement was praised and the successful evaluation shared (Our, 1983).

A slight deviation from this procedure occurred during the sixth workshop which was held from 2-4 p.m. at the Kutztown University Early Learning Center. Maps were sent to each participant along with a computer printout publicity flyer (Appendix W). The location of the microcomputer session allowed the child care providers an opportunity to observe another preschool setting and network with the Early Learning Center staff members.

The first three workshops involved the participants through discussion. During the first session, which was related to learning styles, the consultant encouraged the staff members to discuss their styles which were determined after they had examined their responses on a learning style inventory. Workshop participants shared pertinent comments about the relationship of their teaching styles to their children's learning styles. Small roundtable discussions concerning center discipline problems and possible solutions were an effective technique during the second and third workshops (Kirk, 1983). The consultants personalized their responses for each group after they trained the day care workers how to work through practical step-by-step strategies (Appendix AA).

The fourth workshop dealing with literature, the fifth session relating to music, and the seventh meeting concerning games all involved the child care providers through active participation. They acted out ideas and were required to give verbal responses. Excellent suggestions were shared in an informal atmosphere.

Both the sixth and eighth sessions provided hands-on experiences for the workshop participants. During the microcomputer workshop the consultant demonstrated materials while she imparted factual information (Appendix AA). The staff members were encouraged to utilize the microcomputer hardware and software after the presentation. In a similar manner, the consultant for the last workshop showed the day care workers techniques for using the art media (Appendix AA). She then motivated the staff members to create a wide variety of art projects to share with their fellow providers when they returned to their centers.

During the seventh workshop, this educator acted as the consultant. She involved the participants at the end of the session by requesting them to contribute one of their favorite games for a booklet (Appendix Y). These ideas were later compiled by this educator and typed by an aide. This cooperative effort was mailed to each child care worker who returned the post-evaluation questionnaire. This booklet was an extention of networking and the sharing of ideas between staff members of various centers.

Special preparations were required for the last workshop. Several organizational meetings with the art consultant were necessary in order to discuss the objectives and format for the session. This educator and the consultant assembled the requisite art materials from the Kutztown University Early Learning Center supplies. The equipment was organized into specific boxes to facilitate the arrangement of materials for the many hands-on arts and crafts experiences during the workshop.

Elaborate, personal arrangements had to be made for this last consultant to feed her infant prior to her presentation. A private room at the BCIU Administration Building was provided in order for this specialist's husband to care for their baby, as well as their 4-year-old son, during the session. Nicholas, the preschooler, added much to the workshop when he spontaneously visited with the participants and shared his methods of creating various art projects!

At the February workshop, the actual number of permanent Title XX day care workers attending was low. One reason for the poor attendance could have been the snow warnings which were announced over the radio for late in the day.

Another possibility for the minimal participation by the child care providers might have been the lack of follow through by the administration. Karen Rightmire and JoAnne Reinheimer, BCIU administrators, related to this educator after the poor attendance by the Title XX staff members at the fourth workshop that they "felt the wrong prople had signed up for the sessions" (Rightmire & Reinheimer, Note 17). These administrators requested a copy of this educator's master schedule for all of the remaining workshops. The day care supervisors wished to channel the staff members whom they felt needed the training most to attend the workshops.

Upon receipt of the master attendance schedule for the workshop series, Mrs. Rightmire personally called the centers before the sessions and insisted that at least one person from each center participate in the workshop offerings. She recommended that the new staff members, or those unfamiliar with the topic receive the educational training.

Several events precipitated a change in the composition of the personnel in attendance at the workshop series after the January session. The BCIU Child Care Program utilized the services of 11 Foster Grandparents. According to Marie Kase, program coordinator, "the purpose of the Foster Grandparent Program was to provide part-time volunteer opportunities with a stipend to income eligible individuals, age 60 and over, who give supportive person-to-person services to children with special needs" (Kase, Note 18). As of January 31, 1984 (Coffin, Note 19) the BCIU Child Care Program became responsible for providing four hours of in-service training to the Foster Grandparents from

February to May. This training had to be certified on the Foster Grandparent in-kind contribution forms. For this reason, many Foster Grandparents were sent after the January session to participate in the workshops as the Title XX center representatives.

On January 29, 1984 an advertisement was placed in the Reading Eagle announcing the opening of a second BCIU day care facility in Antietam (Openings, 1984). By March 5 a third day care program was opened at this center. Three additional BCIU Child Care Program centers increased their enrollment as they offered day care services to the private families on a waiting list (Schaeffer & Reinheimer, Note 17). At this time the United Way doubled their contribution to the BCIU from $30,000 to $60,587 to provide "units of day care for working parents' children either ineligible for government funding or unable to pay private care" (Programs, 1984).

What these changes in the program meant to this practicum was that additional staff members were hired to carry out the teaching responsibilities in the BCIU Child Care Program. Seven of these new staff members were substitutes who became permanent personnel. The BCIU administration and experienced staff members felt that it was logical that the recent child care providers be afforded the opportunity to participate in the educational in-service training workshops during the second semester.

This turn of events necessitated that this educator inform the last four workshop consultants that they would be interacting with a large number of untrained foster grandparents and new day care workers. At the same time, experienced staff members whose centers had been converted from preschool levels to multi-age levels, as well as trained Head Start teachers, would be present in the audience.

This educator's role was enlarged as she attempted to act as a linking agent, specified by Hood (1982), in order to facilitate the networking process for a group with such vast levels of experience. The concept of sharing ideas during the workshops, as well as afterwards with fellow staff members at the centers, was verbally explained to the participants by this educator at the beginning of each session. This explanation was important, as many members of the audience had not been involved with the program on a permanent basis when this in-service project was initiated. They needed encouragement in order to feel comfortable as they gave and received information from the consultants and their colleagues.

Whenever possible, this educator attempted to personalize relationships as she spoke to the participants by name and introduced them to other child care providers during refreshments. As suggested by Hamilton (1984), she constantly reminded the staff members how much their efforts were valued and praised their contributions. This educator located materials such as teacher idea books and musical records in order to extend various participants' experiences at the workshops. She would bring these resources to the next session so that they would be forwarded to the requestors by fellow center staff members.

On May 7, 1984 at the last workshop in the series, this educator requested that Lynn Schaeffer, preschool supervisor, distribute the post-evaluation questionnaires (Appendix J) to all the staff members who had received the pre-evaluation questionnaires. These questionnaires had been previously coded and prepared by this educator and her secretary. This educator felt this person-to-person delivery system insured that she would obtain a minimum number of completed questionnaires before the due date. The administrators were given their post-evaluation questionnaires (Appendix K) at this time, also. The staff members who completed the forms, as well as the Title XX administrators, received their games booklets at this last session in return for their prompt response, as suggested by Miller (1984).

The Foster Grandparents and Head Start staff members in attendance who did not participate in the post evaluation for this practicum were issued the games booklets as a thank you from this educator for their support and interest. These participants were not given post-evaluation questionnaires as they were hired by non-Title XX programs.

Mrs. Gladys Kline, Kutztown University secretary, mailed the remaining Title XX staff member's coded questionnaires and self-addressed stamped envelopes to their homes on May 8. This educator determined that although the seven substitues who were hired as permanent staff members after January were not original participants in this practicum, it would be valuable to receive their comments. As a result, coded post-evaluation questionnaires were mailed to their homes. Their enthusiastic response was overwhelming, as the majority returned their comments immediately.

Typical of the response to all of the previous questionnaires during this practicum, the answers from the permanent staff members for this final evaluation were likewise initially disappointing in quantity and quality. The questionnaires for this entire project, although necessary, turned out to be costly for the university. They were time consuming and produced delays for this educator.

Fortunately for this educator, the questionnaires and all other materials were allowed to be sent out through the university's bulk mail (Our, 1983). She was not, therefore, required to spend her personal funds for postage and mailing supplies. Often, after follow-up telephone calls to remind staff members and consultants to return their conference, workshop, and evaluation forms in the self-addressed stamped envelopes paid for by the university, this educator discovered that she needed to mail duplicate materials to the in-service education participants.

On May 16, this educator contacted Mrs. Schaeffer to remind the child care providers to respond with their questionnaires by the May 22 return date. The child care supervisor indicated that she would announce this at a staff meeting to be held on the due date. As only a minimal number of questionnaires had been returned by mail, this educator felt obligated to call each person who had responded on the pre-evaluation questionnaire. She spoke with the head teachers at the centers to ask then to encourage their staff members to return their comments.

In the instance that someone wished to replicate this practicum, this educator would like to share several meaningful discoveries. Once the Education Committee was dissolved, this educator quickly learned the importance of involving the administration wherever possible to act as a linking agent between the staff members and the coordinator of the project, as suggested by Hood (1982). Open channels of communication were necessary to enable the project to be a positive experience for all parties, externally, as well as internally.

Early in the practicum this educator found out that it was imperative all correspondence be sent from her office. In agreement with Nocks (1982), this educator determined that she should not depend upon other sources which were inclined to produce delays.

Lastly, she realized by the staff members' verbal admissions at the workshops that they desperately wanted and needed in-service education. These child care providers were so overworked and frequently shifted from center to center, however, that they required constant, personal promptings from this educator about everything. She concurred with Hamilton (1984) who stated, "Communication was a key to holding an active and successful network, including specific instructions, along with continual reminders" (p. 27).

The child care workers proved to be a friendly, caring group who were most appreciative of the in-service activities and networking process once they actually became involved. One experienced staff member summed up the in-service educational network when she stated on her post-evaluation questionnaire, "It provided additional ideas and inspiration to all--those with minimum credentials, as well as those who have stagnated through years of repetition. It was beneficial because it gave people a chance to share ideas and information."

A new teacher related that she "liked the in-service coordinator's and the consultants' positive approach to everything!" She "appreciated their time, effort, and concern for the day care program" and hoped "that they would continue this wonderful in-service education."

Chapter 5

Results, Conclusions, and Recommendations

Presentation and Analysis of Results

As previously stated in Chapter 3, this practicum was designed to increase ongoing in-service education for 78 Berks County Intermediate Unit child care staff members at a minimal cost to the program. Due to funding cutbacks, ongoing in-service education had not occurred for these Title XX day care workers in over two years.

It was hoped that these southeastern Pennsylvania child care providers, as a result of free in-service educational sessions from consultants, would receive ideas which they would utilize in their 18 early childhood centers. These ideas would be obtained through voluntary participation in a regional, early childhood conference at Kutztown University and a monthly series of eight, two-hour workshops held at the BCIU Administration Building. Through networking, it was expected that the staff members would share information, techniques, and materials related to the in-service education sessions according to their individual and program needs.

The first objective of this practicum was that "the staff members, as a result of ongoing, in-service offerings will increase their in-service education at a minimal cost to the program." This goal was met, as indicated by most, but not all, of the standards of performance.

The impact of the in-service offerings was assessed by requesting the 78 permanent staff members to respond to items on the post-evaluation questionnaire (Appendix J, items 1-2) which would indicate that they increased their in-service education by at least one activity since their response on the information questionnaire (Appendix D, items 8 and 11). Thirty-four information questionnaires were returned by mail to this educator. Twenty-six of the original permanent staff members who responded on the information questionnaire replied to the post-evaluation questionnaire items.

A standard of performance for this objective was that 75% of the original permanent staff respondents would increase their in-service education by one activity as a result of their involvement with this practicum. As shown in Table 2, this objective was achieved by 100% of the responding child care providers and superseded by 61% of these day care workers.

It was significant to this educator that 21 out of 26 respondents on the post-evaluation questionnaires (Appendix J, item 1) indicated that one of the activities by which they increased their training was through attendance at an in-service workshop session. An additional three child care providers maintained their in-service educational training through workshop attendance.

Table 2

Increase in In-service Education Activities

by Staff Members

Number of Activities Increased	Number of Staff Members Who Responded	Percentage
1	10	38
2	6	23
3	5	19
4	3	12
5	2	7

A positive response was considered to be one in which 15% of the staff members participated in the Red Balloon Early Childhood Conference according to the registration figures (Appendix E). This goal was exceeded as 17 staff members, or 21% of the child care workers, were involved in the conference. This affirmative response was reached only a few weeks before the conference. This educator offered the child care providers a great deal of encouragement in order to enable them to feel self-confident enough to participate in the conference. Therefore, as the conference coordinator, the favorable involvement was extremely gratifying personally to her, since the conference was the initial in-service education activity.

In addition to the staff members' participation, two of the four administrators attended the conference. They related positive comments to their staff members concerning the exhibits which the child care workers had provided. Their presence lent a special air of credibility to this in-service education endeavor.

Twelve conference participants out of 17 returned their conference questionnaires by mail to this educator. It was considered a favorable response if 75% of the respondents indicated on the questionnaire (Appendix F, item 21) that they increased their in-service education by participating in the conference. The affirmative reply from these participants was an overwhelming 100%.

It appeared that these staff members became truly involved with the conference activities. When asked, "Would you participate in the conference again next year?" (Appendix F, item 22), 100% of the respondents related that they would again take part. Several of the day care workers volunteered to serve on committees for the 1985 conference. One staff member indicated that he wished to present a workshop session. Two teachers suggested speakers for the Red Balloon IX Conference.

It was hoped that at least one representative from each center would attend the workshops for 75% of the sessions according to the sign-in sheet tabulations (Appendix G). This goal was not reached, however, as can be seen in Table 3. Only six centers out of 18 attained this standard of performance.

Table 3

Center Workshop Attendance

Number of Workshop Sessions	Number of Centers Attending the Sessions	Percentage of Sessions
8	1	100
7	2	88
6	3	75
5	3	63
4	4	50
3	2	38
2	0	25
1	1	13
0	2	0

Attendance at the workshop sessions was inclined to fluctuate as illustrated in Table 4. Many variables had to be taken into account for the decline or increase in enrollment at each session. For example, the low attendance at the fifth session was related to local snowstorm warnings for that afternoon. Often, an emergency would arise at a center and a staff member could not be released to attend a session. Due to illness, staff members' and substitutes' schedules were not able to be rearranged to accommodate workshop participation. In several instances, the child care providers who originally signed up to represent a center were moved to teach at another center where scheduling conflicts arose.

Beginning with the fourth workshop, four Foster Grandparents represented their centers twice and two Foster Grandparents participated in a session once. Commencing with the fifth workshop, two recently hired day care workers attended sessions twice, while five new staff members became involved with one workshop. This meant that from the fourth session to the eighth session, various centers were represented 19 times by new staff members who were not a part of the program at the inception of this practicum.

As shown in Table 4, the administrators made a concerted effort to attend the workshops and lend their support to this in-service project. The only time the administration was absent from a session was during the sixth workshop which was held away from the BCIU Administration Building at Kutztown University.

Table 4

Staff Attendance at Workshops

Session Number	Number of Attending Staff Members	Number of Attending Administrators
1	16	3
2	13	1
3	10	1
4	6	1
5	19	3
6	15	0
7	17	2
8	18	3

Results from the post-evaluation questionnaires (Appendix J, items 3-5), indicated that 75%, or 22 out of 28 respondents, increased their in-service education through attending at least two of the offerings. This participation exceeded the standard of performance of 78%. All of the 28 responding original, permanent staff members took part in at least one in-service activity. These day care workers replied 100% that as a result of the ongoing in-service offerings they had increased their in-service education (Appendix J, item 6).

One hundred percent of the respondents on the post-evaluation questionnaires (Appendix J, item 7), answered affirmatively that other than the Red Balloon Conference luncheon, there had been no cost to the BCIU program for their in-service education in connection with this specific project. Three staff members stated they had attended other conferences and a YMCA workshop for which the BCIU Child Care Program reimbursed them their fees. Therefore, the goal of a minimal cost for in-service education during the practicum was reached according to the child care respondents.

The post-evaluation questionnaires were mailed to this educator by the administrators with a response rate of 100%. Unfortunately, the portion of the standard of performance which stated that "all four program administrators will indicate on questionnaire items (Appendix K, items 3-4) that 75% of their permanent staff increased their in-service education" was not met. After reviewing the conference registration form (Appendix E) and the workshop sign-in sheets (Appendix G), the administrators were able to determine that 64%, or 50 out of the 78 original, permanent staff members attended at least a minimum of one in-service offering.

While working closely with the BCIU child care workers, this educator became aware of their multiple problems as they attempted to make arrangements in order to participate in the in-service education events during their daily schedules. She came to realize that the 64% participation rate was admirable. Her specified standard of performance of 75% participation could only have been realized if, as was suggested by several child care providers on the post-evaluation questionnaires, substitutes had been available to staff the centers during the workshop sessions. Many noble staff members who attended the sessions began their day at 6:00 a.m. and were extremely tired by 3:00 p.m. when they completed the workshops.

All seven new staff members represented their centers during at least one workshop session. On the post-evaluation questionnaire this enthusiastic group of untrained day care workers expressed their eagerness for a continuation of in-service education sessions. This educator realized that their in-service involvement was brought about partially by personal encouragement from the administration, as well as their own desire to gain ideas which would assist them in their new vocation.

Concerning the other portion of the standard of performance that educational in-service was provided to the staff members at a minimal cost to the BCIU Child Care Program, the four administrators agreed 100% with this statement (Appendix K, item 4). All of the administrators attested that the only fee involved was $102.00 for the luncheon for the 17 day care workers who participated in the Red Balloon Conference.

This educator estimated that the Red Balloon Conference registration fee of $20.00 would have cost the program $340.00 for the 17 child care providers. At the current local rate of $150/session for the 8 consultants, their fees would have amounted to $1,200.00. The total cost to the BCIU Child Care Program for this portion of the in-service education would have been $1,540.00. These figures did not take into account this volunteer in-service educational coordinator's salary; the basic workshop materials supplied by the Early Learning Center; and the mailing expenses and secretarial assistance provided by Kutztown University. It appeared that the in-service education costs were indeed minimal for the BCIU Child Care Program.

The second goal, "the staff members, as a result of in-service educational sessions from consultants will receive ideas which they will utilize in their centers", was realized. This was confirmed by the highly favorable responses in all three standards of performance.

All 12 responding conference participants related positively to specific items on the conference questionnaire (Appendix D, items 1-9). These child care providers responded 100% to 5 out of 9 items that they received ideas from consultants which they would utilize in their centers. This percentage was higher than the 75% originally specified by this educator.

In addition to their 100% favorable response, these day care workers contributed the following affirmative comments about the ideas that they obtained at the conference:

"I received a renewed overall positive attitude towards early childhood education!"

"The workshops reinforced my beliefs and feelings. They made me feel more secure in dealing with parents."

"I learned exciting things to do with resources and resource people."

The data in Table 5 showed that the standard of performance of 75% was far exceeded for each of the eight workshops. It was originally hoped by this educator that 75% of the staff members who attended each in-service workshop would indicate for 3 out of 5 of the items on the questionnaire that they received ideas from the consultant(s) which they would utilize in their centers (Appendix H, items 9-13).

Table 5

Workshop Evaluation Responses Concerning Ideas

Workshop Session Number	Percentage of Staff Members Who Responded Favorably[a]
1	81
2	100
3	100
4	100
5	100
6	80
7	100
8	100

[a] A favorable response was considered 3 out of 5 items.

It should be noted that the third, fourth, fifth, and seventh workshops received 100% positive responses from the participants for 5 out of 5 items. This educator felt that the outstanding evaluations for this portion of all of the workshops was a tribute to the planning and expertise of the consultants. Not only did these educators volunteer their services at no charge, but they presented their topics in a highly professional manner that was relevant to the needs of these specific day care workers. These excellent appraisals certainly reflected their professionalism.

The workshop participants were extremely complimentary with their comments concerning the consultants and the ideas they received. Several examples of these favorable statements on the workshop evaluations were:

"I enjoyed it very much--the time went too fast."

"I would like to take a course with this consultant. Her ideas were excellent."

"Thank you for helping me to understand computers. Now I know what people are talking about!"

"I took this afternoon as a sick day so that I could attend this session and the center would still be covered. I was not disappointed!"

"The program was well done, very organized, informative, and enjoyable."

"Good refresher workshop--reminded me how creativity in a teacher can help those dull moments."

"Very good ideas—great creativity! More art--please!!!"

A similar positive response was given on the post-evaluation questionnaire (Appendix J, items 8-10) by the staff members who attended a minimum of two in-service offerings. These 22 child care providers agreed 100% with 3 out of 3 items that they received ideas and utilized them in their centers. This far surpassed this educator's criteria of 75% of the respondents replying affirmatively for 2 out of 3 of the questionnaire items.

The third objective for this practicum stated, "Through networking, the staff members will share information, techniques, and materials related to the in-service education sessions according to their individual and program needs." This goal was attained as indicated by the favorable responses given in the five standards of performance.

The impact of the networking process at the conference was assessed by asking that 75% of the 12 staff members who responded on the conference questionnaire reply in a positive manner for 6 out of 11 of the items (Appendix F, items 10-20). These respondents who participated in the conference met the criteria exactly with a 75% response.

The conferees related on their conference questionnaires that they networked with other educational personnel at the conference in some of the following ways:

"During the commercial exhibits I talked to the presenters and learned how to use new materials."

"I talked to other teachers in my workshop about circle time with children ages 3-6."

"I asked the consultant questions about games for the Spanish speaking children we have at our center."

"I entered into a small group discussion during my second workshop about helping children with self-control."

"I was talking to people standing next to me during refreshments and sitting next to me during the workshops."

"During the luncheon I was sharing ideas from my center with people from other centers."

As the conference coordinator, this educator was in a position to hear many compliments from conferees, faculty members, consultants, and educators about the BCIU Child Care Program's exemplary in-service teacher displays. Fifteen Title XX child care providers were professionally involved with networking as they shared their exhibits with other early childhood educators. Some of the unique, yet practical, displays were concerned with: Dixie Cup science projects, mobiles, camping, multi-age day care, community helpers, fun foods, and making learning games (Appendix L).

Three other day care workers acted as linking agents when they gave and received information while they assisted with the Idea Exchange. One individual mentioned how valuable it was for her to help the exhibitors set up their materials. In this way, she was able to network with these educators, as she personalized how to utilize their ideas in her own center.

The data presented in Table 6 disclosed that the standard of performance of 75% of the staff members who participated in each workshop indicating for 3 out of 5 of the items on the questionnaire (Appendix H, items 14-18) that they were involved with the networking process was surpassed for all eight workshops. The third, fourth, and seventh sessions received 100% favorable responses for 5 out of 5 items on the workshop evaluation. During these three particular workshops, the child care providers were continually involved with discussions or actual participation which would account for the extremely positive responses.

Table 6

Workshop Evaluation Responses Concerning Networking

Workshop Session Number	Percentage of Staff Members Who Responded Favorably[a]
1	81
2	100
3	100
4	100
5	100
6	100
7	100
8	100

[a] A favorable response was considered 3 out of 5 items.

The item on the workshop evaluations (Appendix H, item 16) which received the largest number of negative replies, 22 out of 114 possible total responses, stated, "I shared techniques, information, and/or materials with the consultant(s) and the other participants." The workshop participants' responses might be related to the same lack of self-confidence that the day care workers showed when they did not volunteer at first to become involved with the Red Balloon Conference exhibits. This educator discovered that the staff members required a great deal of positive encouragement in order to feel comfortable in personally sharing their ideas. Additionally, at times this educator felt that the day care providers were tired after working all day. Frequently they were content to sit and listen, rather than to become actively involved in the sessions.

The 75% standard of performance was exceeded. 100% of the 28 original permanent staff respondents confirmed that for 3 out of 5 of the items on the post-evaluation questionnaire (Appendix J, items 11-15) that in-service education information, techniques, and materials were shared through networking. Two questionnaire items (11 and 15) received 100% responses, while another two items (12 and 13) were responded to affirmatively by 26 out of 28 of the respondents. The recently hired staff members' replies were very similar to those of the more experienced day care workers. These exceptionally positive responses would seem to demonstrate the feasibility of networking as a low cost method of exchanging in-service educational information for these BCIU Title XX child care providers.

All 34 respondents declared that they felt "networking was a simple, beneficial way to share and exchange program information and resources." One new teacher remarked that, "It was nice to see the other center staff members at the workshops and hear their reactions and ideas."

A conference participant specified that she "shared conference notes with others at the center who attended different workshops."

An aide mentioned that she liked to "receive ideas firsthand from experienced people who know what works."

A teacher related that she felt a benefit of networking was that "not everyone in a center can attend all the sessions, but information is disseminated to everybody this way."

A positive evaluation was considered to be one in which all eight consultants indicated for 2 out of 3 of the items on their workshop questionnaires (Appendix I, items 10-12) that the participants were engaged in networking during their workshop sessions. This goal was exceeded as seven of the consultants responded affirmatively for 3 out of 3 of the items, while the other consultant replied favorably for 2 out of 3 of the questions.

Janice Kulp, the consultant for the first workshop, related that "the group of participants showed interest in the topic presented and responded willingly." Dr. Kulp expressed an opinion that she was sure "as the workshop series proceeds, these child care providers will become an enthusiastic, supportive group!"

Another consultant noted that she "observed a great deal of interest by the participants in what others were doing--obviously, networking seemed to be critical to them." These comments were representative of the enthusiastic feedback which was generated by the workshop consultants.

Each of the workshop consultants had participated in the Red Balloon Conference in some way, as a facilitator, presenter, exhibitor, or committee chairperson. This appeared to strengthen the network between many of the child care providers and the consultants who were involved in this in-service project together since the initial educational activity.

The last standard of performance was accomplished and superseded. For a favorable response, all four program administrators were to indicate on their post-evaluation questionnaires (Appendix K, items 5-9) for 3 out of 5 items that the staff members were involved with the networking process. Two administrators replied positively for 5 out of 5 items, while the other two answered with a 4 out of 5 confirmation.

All of the administrators agreed that they wished "to encourage networking as a simple, beneficial system for the program staff members to exchange and share resources" (Appendix K, item 10). The following reasons were offered for this decision:

"Easy and inexpensive."

"Cost is minimal and ideas that are exchanged between staff members carry more credibility."

"It provides the staff an opportunity to learn from each other."

"In times of funding losses, networking is a most effective and inexpensive way to provide staff training."

In summarizing the staff members' and the administrators' evaluations concerning this low cost, ongoing in-service educational program, the results were overwhelmingly positive. Every administrator (Appendix K, item 11) and responding child care provider, (Appendix J, item 16) emphasized that they would "like to have the in-service education sessions continued next year."

The administration felt that "the in-service training fostered growth and development at all levels." Karen Rightmire, BCIU Child Care Program director, reiterated "that the staff training not only increased the staff members' effectiveness, but also boosted morale."

A member of the Education Committee conceded that the in-service educational network "afforded the freshman staff an opportunity to pick up essential information." Another veteran teacher declared that she "particularly liked receiving new ideas and being reminded of old ones." A recent college graduate and inexperienced teacher thought that it was "a practical way to continue to broaden your education."

With such supportive comments from the staff members and administrators, many of the consultants volunteered to provide additional workshops. In an extention of the networking process, staff members have continued to contact this educator for information and resources.

Conclusions

The results of this practicum indicated that the three goals were attained by achieving all but 1½ of the 14 standards of performance. Specifically, these 1½ standards of performance dealt with attendance at the workshops. Although the incidence of participation in the workshops was not as high as originally anticipated by this educator, the reasons given by the staff members for this were confirmed in the review of the literature.

The BCIU child care providers disclosed on the evaluation forms and during conversations with this educator that it was often difficult for them to rearrange various schedules at their centers in order to provide adequate supervison for the youngsters while they took turns attending the in-service workshops. Also reported by Garner (1980), several centers found it impossible to coordinate the staff members' schedules; therefore, a minimal number of representatives, or none at all, were sent to the sessions. Responses from a survey of over 1,000 educators taken by a teachers' union in England agreed with the BCIU staff members that teachers were "often reluctant to take in-service courses because their absence from the classroom would place an extra burden on their colleagues" (Garner, 1980, p. 9).

In a study that discussed in-service training for day care personnel in Virginia, Haulman et al. (1975) echoed this educator's concern that "no matter how worthwhile the training sessions may be, participants will not get much from them if they are not present at the training sessions" (p. 38). During Goodwin and Prusso's (1977) survey of instructional staff members in Philadelphia's early childhood education programs, which included Title XX child care workers, "approximately two-thirds of the teachers and aides across the programs stated that they would like more release time for staff development during the school day" (p. 21). This reiterated the sentiments described by the BCIU day care workers. Burrello and Walton (1980) and Edelfelt (1977) emphasized that the issue of released time was an in-service dilemma that required changes in attitude and scheduling by both staff members and administrators.

Many of the BCIU day care workers indicated on their post-evaluation questionnaires that they would have attended more workshops if the sessions have been held at varied times. Almy (1981) proposed drawing from models in the health care field where hospital training was offered at various times of the day. For the staff members whose daily schedules ended at 2:00 p.m., or began at 3:00 p.m., the workshops were given during their non-working hours. In the teachers' union survey reported by Gardner (1980) and the description of in-service models suggested by Cooper and Hunt (1978), it was specified that staff members should not have to utilize their free time to attend in-service offerings.

During a study of federally-mandated in-service programs undertaken by Boyle and Sleeter (1981), the teachers advised that the planners consider their time constraints and energy levels. Decker and Decker (1976), Sportsman (1981), and Swedmark (1978) warned that in-service sessions should not be conducted at the end of the day when the teachers were tired and less enthusiastic. The BCIU Child Care Program hours were widely spaced for the various centers. Some centers began at 6:00 a.m. and ended at 6:00 p.m., while others started at 3:00 p.m. and finished at 11:00 p.m. It would appear that an adjustment to the fixed scheduling of the workshops would need to be taken into account for maximum staff participation at future sessions.

The second semester hiring of new, permanent staff members, many of whom had been substitutes, had not been anticipated by this educator when she requested that the BCIU child care providers complete their workshop selection sheets in the fall. Nor, was she aware at the onset of this practicum of the second semester mandated training requirements for the Foster Grandparents. There was a possibility that a higher percentage of the original, veteran day care workers would have attended the workshop sessions if they had not given their turn to the less experienced personnel.

The literature indicated that these seasoned staff members might not have continued with their interest in the in-service offerings, however. Marshall, Maschek, and Caldwell (1982) discovered in their Missouri study that the needs of individual teachers were subject to change over a short period of time. Their data disclosed that 75% of a particular group of educators changed their minds about in-service topics by 15 months.

McLaughlin and Marsh (1978) testified that

> for many teachers in the Rand study, the passage of time on the job seemed to diminish their capacity to change and to dampen their enthusiasm for innovations... In particular, the professional-development needs of experienced teachers are different from those of new teachers. For example, the workshop approach that may be useful for teachers still mastering the classroom craft is not sufficiently relevant or challenging to more experienced teachers (p. 84).

It would appear then, that it was in the best interest of all parties that many of the more experienced day care workers allowed the new child care providers to attend the sessions in their places. The BCIU staff members who were recently hired and the untrained Foster Grandparents were most enthusiastic about the in-service workshops. This was noted by their keen participation and positive responses on the evaluation forms.

This eagerness was predictable according to the developmental stages for teachers specified by Katz (1977). She stated that during the first year, the staff member "needs support, understanding, encouragement, reassurance, comfort, and guidance. She needs instruction in specific skills and insight into the complex causes of behavior" (p. 8). For the BCIU child care providers who had some experience as substitutes, Carrie Cheek, trainer for the National Training of Trainers' Program for Early Educational Equity (Note 20), and Katz (1977) related that it was important for the consolidation stage teacher to participate in mutual exploration and idea exchanges with colleagues.

A Phi Delta Kappa commission surveyed 1,300 educators involved in existing staff development programs (King, et al., 1977). "In reporting highly regarded inservice programs, the most frequently recurring descriptors were: 'voluntary,' 'developmental,' 'relevant,' 'well-planned,' 'timely,' 'adequately financed,' 'professionally implemented,' 'evaluated,' 'cooperatively planned,' 'responsive,' 'realistic objectives' 'released time,' and 'challenging'" (p. 687). With the exception of the phrases "adequately financed" and "released time," all of the other items were attributed, also, to this in-service endeavor by the BCIU child care providers, the administrators, and the consultants.

Swenson (1981) asserted that the intrinsic rewards of learning ways to improve their teaching motivated teachers for more than something of extrinsic value. Yarger, Howey, and Joyce (1980) concluded that out of a desire to become better teachers, most educators participated in in-service education activities.

It was obvious from the data that the participants in this practicum valued their in-service educational training highly. All of the respondents expressed a strong interest in becoming involved with another in-service program which must be viewed as the highest praise for this endeavor.

This sentiment was born out across the nation in recent studies and newspaper reports. A large scale evaluation of the in-service training program in Montgomery County, Maryland indicated that 97%

of the staff members with all levels of experience felt that additional training would be beneficial, disclosed Wolf (1982). In a July 1984 report to the National Governors' Association meeting, the Task Force on Education for Economic Growth learned that in-service education was so important in Massachusetts that a program paid the way for 10,000 teachers and administrators to attend training programs which were developed by the schools (Ordovensky, 1984). On the local level, as part of the Wave IV Long Range Plan for School Improvement which was mandated by the Commonwealth of Pennsylvania, the Kutztown Area School District elected to utilize in-service education with released time for the teachers as a means of implementing its goals (Miller, Note 21).

Collins (1981), director of the National Council of States on In-service Education at Syracuse University, agreed that a genuine belief in the value and importance of continuing professional development existed. He asserted that "even with the movement to deemphasize, if not totally eliminate staff development as a federal priority, it would appear that there will continue to exist a strong national conviction and a strong national belief in the necessity of staff development" (p. 19). The need for in-service education programs had long been recognized, emphasized Kirk (1983). He explained that because learning was a continuous process, in-service education was an excellent method of improving and updating instruction.

The Red Balloon Conference appeared to be a most effective way of providing in-service education, not only for the BCIU child care providers, but for other regional early childhood educators, as well. The attendance for the 1983 conference was 658, nearly double that of the 375 figure for the 1982 Red Balloon Conference. This certainly indicated the need felt by teachers in this southeastern area of Pennsylvania for up-to-date in-service education.

This recent increase of interest in attending conferences in order to obtain in-service education seemed to be a phenomena across the nation. When this educator was invited to present a workshop at the Capital Area Association for the Education of Young Children 1984 spring conference in Harrisburg, PA, the Program Chairperson, Wendy Wingate, telephoned her one week prior to the conference to request that she provide two sessions. The registration figures denoted an increase from 60 to 90 conferees (Wingate, Note 22). The New England Kindergarten Conference held in Boston, MA experienced an enlarged enrollment of participants who desired current in-service educational information.
Moyra Troupe, assistant conference coordinator, documented that the attendance figures rose from 2,000 in 1982 to 2,700 in 1983 (Note 23). In the Update conference report of the Association for Supervision and Curriculum Development it was disclosed that "convention speakers and over 4,200 attendees reflected a new level of commitment and a greater sense of urgency about American education" (Conference, 1984).

According to the data, the BCIU child care providers were most positive about receiving ideas from the Red Balloon Conference consultants that they would utilize in their centers and share with their colleagues. The literature reinforced this as an outcome of successful conferences. As a result of a series of drive-in conferences in Washington, Hite (1982) found that "93% of the respondents felt the conferences were professionally relevant to them and their districts [and] 98% of the respondents planned to share information ... with others in their districts" (p.12).

The impact of the networking process at the Red Balloon Conference was viewed by the BCIU day care workers as highly beneficial. Many conferences, such as the combined music, MENC, and early childhood, ACEI, conference held at Brigham Young University in June 1984 (Announcing, 1984) and a series of national and international environmental education conferences (Disinger, 1984), also, had as their objective the provision of an opportunity to bring educators together in order to exchange information on a personal level.

In concurrence with the goals of the Red Balloon Conference, the advertisement for the 1984 NAEYC Conference specified that "NAEYC has long believed that it is important to relieve the isolation felt by early childhood professionals. We have acted by providing a safe, stimulating environment in which to meet.... It is a forum conducive to networking at all levels" (LA's, 1984). Hopefully, the Red Balloon Conference would continue to offer this opportunity locally for the BCIU staff members. VanderVen (1979) pointed out that the development of an informal conference climate "suggested not only acceptance of professional education, but the recognition that it is essential for personal growth in professional practice and for total advancement of the field" (p. 149).

The workshop approach proved to be a highly successful method of providing in-service education to the BCIU staff members. This was found to be true, also, by Macauley (Kirkpatrick, 1983), who viewed workshops as one of the most valuable tools in a school district/university in-service partnership program in Bloomsburg, PA. In a study which assessed characteristics of in-service day care training in the United States, Snow (1982a) identified workshops as the second most frequently used delivery model, the most popular and well received training strategy, and the most effective training strategy.

Kirk (1983) related that the workshop had become an established part of the educational scene in this county as a means of in-service education. He felt strongly that "the potential of the in-service workshop is great.... The workshop has greatly revitalized the whole concept and practice of in-service education.... The workshop seems to be one of the more promising procedures for effecting worthwhile and lasting improvements in the teaching-learning process" (p. 26).

The BCIU day care workers indicated in their evaluations that they realistically gave and received ideas during the workshop sessions, as well as later when they returned to their centers. Other organizations and educators, also, utilized this networking process as a means of sharing workshop information. In six locations across the nation, Alpha Gamma Delta sorority successfully held The Leadership Conferences, better known as TLCs, which were workshops designed for the members to learn and share ideas in an informal atmosphere (Leadership, 1984). Almy (1981) cited the increase of "cluster" workshops in California where one trainer worked with day care staff members from several centers. On the basis of a questionnaire which favored the workshop as an in-service education procedure, Stone concluded that "where a technique affords opportunity for a large amount of teacher participation, favorable opinion tends to increase" (Kirk, 1933, p. 4).

Part of the success of this low cost in-service endeavor was because the BCIU staff members were willing to share their own resources both during the workshops and later at their centers. When the day care workers acted as linking agents, this eliminated the necessity of expensive consultants having to provide follow-up sessions at individual centers. Advice in a leadership pamphlet on conducting workshops aptly stated, "In a workshop, everyone has a contribution to make--it can be discovered and linked to the needs of others" (Conducting, 1956, p. 41).

As requested by the administrators and all of the BCIU child care providers who responded on the post-evaluation questionnaire, this educator expected to continue to provide and arrange for free in-service workshops. On May 15, 1984 she received special training from the National Training of Trainers' Program for Early Equity (Cheek, Note 20). This training enabled her to obtain current information, resources, and techniques in order to involve the staff members in idea-sharing and networking on this important topic during the first, fall workshop.

The data showed that networking was an important outcome of the BCIU educational in-service program. Ferguson (1980) concurred that networking was able to take place effectively through both conferences and workshops. In a review of the role of linking agents in school improvement conducted by the Far West Laboratory for Educational Research (Hood, 1982), strong evidence was offered for the linking agent strategy.

Suggs (1984) cited in a firsthand report of a new approach to training by High/Scope's trainers in a Los Angeles County Head Start in-service effort that a support network was created as a result of the training. As was, also, indicated by the BCIU day care workers, Suggs noted that "the trainees became a very cohesive group during the training and have continued to share ideas and information" (p. 5). This outcome was valued highly, as well, by teachers in Boyle's (1981) study of in-service programs for a federally-mandated educational change.

A review of the literature accentuated the reasons for the success of the BCIU in-service networking process. After a comprehensive examination of the research, Lawrence and Branch (1978) identified a number of patterns of effectiveness during in-service projects. Two of these examples specifically described what had been accomplished during this practicum:

> 1. School-based programs in which teachers participate as helpers to each other and planners of inservice activities tend to have greater success in accomplishing their objectives than do programs which are conducted by college or other outside personnel without the assistance of teachers.
>
> 2. Inservice education programs in which teachers share and provide mutual assistance to each other are more likely to accomplish their objectives (p. 247).

Ferguson (1980) related that networks appeared to fulfill the high-touch need for belonging in today's modern society. The BCIU child care workers implied this, as well, in their evaluations.

Devaney (1981), Johnson (1980), and Mollenhauer (1984) agreed that the communication involved in the giving and taking relationships of networking was critical for its effectiveness. Naisbitt (1984) clearly pointed out "that networking is a verb, not a noun. The important part is not the network, the finished product, but the process of getting there--the communication that creates the linkages between people and clusters of people" (p. 215).

In a 1977 newsletter distributed by the Education Development Center in Newton, MA, Cohen and Lorentz announced that "the planning and designing of people networks is still in its infancy" (p. 1).

By 1984, Megatrends: Ten New Directions Transforming Our Lives, had been listed on the New York Times best seller list for 60 weeks. This insightful book by John Naisbitt devoted an entire chapter to networking.

The current popularity of networking in all areas was seen across the nation in the following names: the Network of Performing and Visual Arts Schools, a linking system among 40 specialized schools (Performing, 1984); the National Network, Inc., a service for runaway youths; and the Chicago Rehabilitation Network, a linking agency for neighborhood housing. Recently, this educator's abstract was sent out over SpecialNet, a nationwide, computer message system for special educators.

In 1982 Hood analyzed the trends and implications of the importance of linking agents and the proven effectiveness of their assistance in the school improvement process. He pointed out that government support was far less certain than in the 1970s. He stressed that educational agencies at all levels would need to determine together how they would maintain assistance networks. He raised the issue, "If networks can face and respond effectively to the critical needs of schools in the 1980s, there will continue to be an important role for linking agents to serve in school improvement efforts" (p. 19).

Blank (1983a) and Dail (1981) expressed a concern that the use of federal funds to support day care services had never become an established national policy. Recent federal budget cuts placed an additional strain on day care programs which already received inadequate public support.

This practicum dealt specifically with the BCIU Child Care Program which had its funding reduced as a result of the Title XX Social Services Block Grant. In a 1983 national survey conducted by the Children's Defense Fund, Blank (1983b) reported that "the over 21% cut made in Title XX in 1981 has triggered equivalent or greater cuts in the states' child care systems" (p. 28). She documented that presently, "over half the states have made changes that threatened the quality of care" (p. 29). In particular, 24 states reduced funds for the training of day care workers. Snow, et al. (1981) found that a network of Title XX funded in-service training programs for child care workers in North Carolina had been terminated due to federal funding cutbacks.

As of June 1984, the picture for obtaining additional funding from the government looked bleak. The Washington Update in the Young Children journal related the following information to its readers: "Legislation to increase the ceiling on funding for the Title XX Social Services Block Grant and the Dependent Care Tax Credit are stalled and unlikely to be passed during this session" (1984, p. 81).

This educator's Congressional Representative, Gus Yatron, sent her information that indicated it was imperative, however, that early childhood educators continue with their efforts as child advocates (Yatron, Note 24). Under the Administration's FY84 Head Start budget, "Head Start training and technical assistance spending would have been reduced by almost 50%" (Fowler, 1984, p. 5). Head Start advocates strongly opposed this decrease. As a result of their concern, the language in the House and Senate Labor-HHS-Education FY84 appropriations reports maintained the FY83 level for Head Start training.

On the state level, in Massachusetts the Child Care Coalition met on February 15, 1984 to approve, with one exception, the basic substance of the Governor's budget recommendations for day care. Because no money had been included for training, the CCC agreed to advocate for the inclusion of $400,000 to be used for day care training (Greenfield, 1984).

Hite (1982) and Snow (1982a) stressed that educators had to continue to be innovative as they searched for funding for in-service training programs now that it appeared the era of federal funding had ended. Snow specified that "it will also be important to identify the most efficient and effective ways of providing training services with fewer dollars without sacrificing quality" (p. 16).

In accordance with Cohen and Lorentz (1977) and Simon and Belz (1980), this educator felt the data showed that networking was a resourceful solution to provide low cost, effective in-service. Cohen and Lorentz maintained that it had been their "experience with networking that the volunteerism inherent in them permits far more to be accomplished than can be accomplished by the added, paid personnel required to carry out most federally supported educational programs" (p. 3).

As the result of recent social, economic, and political influences, American colleges of education were searching for alternative ways in which to survive, according to Lytle (1977, Manning (1984), Sportsman (1981), and Weinberg, et al. (1983). Many colleges, including Kutztown University, became increasingly responsive towards providing community outreach activities and moving into the in-service area. An example of this was a survey of North Carolina's Community and Technical Colleges undertaken by Snow et al. (1981) which documented that all of the responding institutions were interested in supplying resources which would meet the need that day care centers had for continuous in-service training during this time of diminished federal funding.

After their successful in-service project, Pofahl and Potaracke (1983) highly recommended that day care centers and nearby universities develop cooperative arrangements among themselves to provide services, materials, and workshops. According to the evaluations from the BCIU staff members and administrators, as well as the consultants, the networking that occurred with all of the involved educators during this university sponsored in-service endeavor was a most positive experience which they wished to be continued. Fortunately for the child care providers, the consultants were professionally willing to offer free workshops, or trade their services for the promise of sessions by this educator for their special projects.

In a paradox, however, this educator was in agreement with Powers (1983) who explained that "traditionally, university personnel have served as primary delivery agents for inservice programs. In both organization and operation, however, the university has frequently failed to fully support these efforts" (p. 437). Ferver (1981), Pankratz (1979) and Verzaro (1980) related that there were few incentives from the university for faculty members to contribute their time on a continual basis to in-service activities. Hite (1982) raised the issue that "the university's reward structure tends to penalize faculty who put a large amount of time and energy into field-based instruction" (p. 21). Both Hite and Verzaro (1980) decried that faculty members who spent much of their time providing in-service education, rather than publishing or serving on college committees, often were not recognized when it came time for tenure and promotion.

Pankratz (1979) asserted that universities needed to explore new structures to reward faculty members who assumed intense in-service responsibilities, such as coordinating the Red Balloon Conference. Kersh (1979) implored the administration to treat in-service participation within a faculty member's teaching load, rather than on an overload basis when faculty schedules were determined.

When a volunteer coordinator for the 1984 fall Red Balloon Conference was not forthcoming by July, in an unprecedented, unanticipated move, the Kutztown University administration announced that they would offer a three credit load reduction to a faculty member interested in directing the conference (Marple, Note 25). This effort on the part of the university administration to continue this professional in-service educational event was made after they considered the following factors: the overall outstanding evaluations of the 1983 conference; the huge increase in the number of conferees from the previous year; the large amount of phone calls from local educators requesting 1984 conference information; and the excellent public relations that the university enjoyed with the educators as they participated in an event on campus.

In order for the Red Balloon Conference to endure, exchanges and collaboration among diverse groups who shared common interests, such as faculty members, early childhood students, administrators, and professional educators in the field would be necessary, as specified by Ferver (1981) and Weinberg, et al. (1983). There existed a strong possibility that this early childhood conference would be combined on campus with much smaller reading and microcomputer conferences. If this was the case, as suggested by Verzaro (1980), interdisciplinary communication within the university would occur which would further extend the networking process.

Networking was and would remain the key to the success of this low cost in-service educational project for the BCIU child care providers. The day care workers would continue to receive training as they participated in the conference and workshops where they shared their information with others during exhibits, in the sessions, and afterwards at their centers. The faculty members and other professional educators who acted as consultants would lend their expertise, as well as obtain new ideas from the participants. Professors and college students would continue to act as vital linking agents when they offered their services as conference committee members, or facilitators. This educator and the administrators would carry on as information givers and receivers. As Marilyn Ferguson (1980) noted, structurally, and of great importance, each individual was and would continue to be, at the center of the network.

This educator concurred with Verzaro (1980) that the opportunity for the university to enter into this area of in-service education for early childhood day care workers presented an exciting challenge. The BCIU child care providers responded with appreciation and enthusiasm throughout all aspects of this project once they became involved.

In conclusion, James Collins of the National Council of States on In-service Education aptly advised:

> To meet the challenge before us and to fulfill our professional responsibilities to society, we cannot falter. We must renew our efforts to develop a profession that is built on the conviction that the children of our society deserve nothing less than professional educators who care enough to forever seek improvement of themselves and of their educational system (1981, p. 19).

Recommendations

If another educator wished to implement this in-service educational endeavor, the following suggestions would be recommendations from this educator, the staff members, the administration, and the consultants:

1. All communication would come directly from the in-service education coordinator's office. The manner of initial communication, as well as the follow-up, would be made as personalized as possible. An allowance would be made for sufficient time between receiving information and the event or required response.

2. Workshop sessions would be scheduled at staggered times throughout the year. This would allow different child care providers to attend the offerings without overburdening the same staff members every time to care for the children at the centers.

3. Certain workshop sessions would be provided according to the experience level of the day care workers. This would enable the inexperienced staff members to partake of basic ideas, while the veteran child care providers would explore in-depth concepts.

Dissemination of the Practicum

Portions of this practicum were disseminated in the subsequent manner:

1. This educator's workshop, "Games-YES! Equipment-NO!", was presented as follows:

a. At the Delaware State Council for Exceptional Children Conference in Newark, DE in March 1984.

b. During the course "Instructional Strategies for Early Childhood Education" at Kutztown University, Kutztown, PA in July 1984.

2. Discussions concerning this in-service project were held with early childhood doctoral students at Nova University's 1984 Summer Institute at Palm Beach, FL.

3. A description of the networking process utilizing Nova University students and professors as consultants or facilitators during the Red Balloon Conference and workshops was featured in the spring 1984 Nova University Network News.

4. Articles which explained the BCIU microcomputer workshop were published in local newspapers, The Reading Times and The Kutztown Patriot, in April 1984.

Portions of this practicum will be disseminated as follows:

1. This educator's in-service workshop, "Games-YES!, Equipment-NO!", will be shared with preschool parents in the Schuylkill Valley District, Leesport, PA during March 1985. This will be an extension of networking with Doris Burkhart, consultant for this educator's practicum.

2. The workshop, "Games-YES!, Equipment-NO!", and a discussion of how to obtain low cost in-service education through networking will be offered to the City Head Start Program, Reading, PA during the fall of 1984.

3. A proposal to provide a conference workshop about this low cost in-service networking concept will be submitted to the following organizations:

   a. The Pennsylvania Association for Child Care Agencies
   b. The New England Association for the Education of Young Children
   c. The National Association for the Education of Young Children
   d. The Pennsylvania Council for Exceptional Children
   e. The New England Kindergarten Conference

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Appendix A: Number of Children Enrolled by Sex, Population, and Income

TITLE XX

June 1983

	MALE WHITE	MALE BLACK	MALE SPANISH	FEMALE WHITE	FEMALE BLACK	FEMALE SPANISH	MALE ASIAN	FEMALE ASIAN	TOTAL
Centers:									
Toddlers	19	9	7	21	9	4			
Preschool	105	50	27	94	39	28	4	1	
School-age	27	8	4	33	7	5			
Spec. Needs				1		1			
Sub-total	151	67	38	149	55	38	4	1	
Family Day Care:									
Infants	1		1			1			
Toddlers	7	3	5	5	1	1			
Preschool	12		2	5		1			
School-age	14			9		1			
Sub-total	34	3	8	19	1	4			
TOTAL	185	70	46	168	56	42	4	1	572
Over Income	63	5		52	3				
	248	75	46	220	59	42	4	1	

APPENDIX A
Number of children Enrolled by Sex,
Population and Income

OVER INCOME

June 1983

	MALE WHITE	MALE BLACK	MALE SPANISH	FEMALE WHITE	FEMALE BLACK	FEMALE SPANISH	TOTAL
St. Joseph:							
Infant	11			13			
Toddlers	2			3			
Preschool	10	1		14			
School-age	1			2			
Sub-total	24	1		32			
Centers:							
Infants							
Toddlers	4	2		2			
Preschool	28	1		13	2		
School-age	2			3			
Sub-total	34	3		18	2		
Family Day Care:							
Infants	2			1			
Toddlers	1	1			1		
Preschool							
School-age	2			1			
	5	1		2	1		
TOTAL	63	5		52	3		

BERKS COUNTY PRESCHOOL EDUCATION AND CHILD CARE PROGRAM

Total Staff Losses From July 1, 1981 to July 1, 1982

November 1981	July 1, 1982	Total
3 Teachers		3
7 Assistant Teachers	6 Assistant Teachers	13
1 Nurse		1
1 Education Coordinator		1
2 Family Day Care Mothers	4 Family Day Care Mothers	6
	3 Caseworkers	3
	1 Statistical Worker	1
	TOTAL	28

In Addition:

8 Assistant teachers went from full time to part time.

17 Family day care mothers went from full time employees to contracted service providers with loss of fringe benefits and a substantial reduction of income.

Budget reductions from 1981-1982 of $200,000

Minutes of Exchange Meeting held March 2, 1983 in Room C-326, Antietam:

Explanation of Exchange Meetings

Introduction of attending staff

Topics:

Rude parents
Location staff relations
Summer activities
Nap time difficulties
Community resources
Ethnic experiences for the young child and teachers
Problem children
Child safety in center
Parent expectations
Feelings about single parent families
Substitutes and professional behavior
Parent involvement
Holiday art work
Musical interest center
Physical education, gymnastics
Teaching reading
Activities for advanced children
computer activities
Large group projects and activities
Team communications
Problems of a multi-age center
Developing an appreciation for their community
Workshops

Grouping of activities;

Parents: 1, 9, 10, 12
Children: 4, 7, 8
Curriculum: 3, 6, 13, 14, 15, 16, 17, 18, 19
Staff 2, 11, 20, 23
Community: 5, 22

Out next Exchange Meeting will be April 6, 1983. Our topic will STAFF. This topic will include the following sub topics: (1) location staff relations, (2) substitutes and professional behavior, (3) team communications, (4) workshops.

Our May Exchange Meeting topic will be Summer activities.

rh
3/2/83

Appendix D: Staff Information and Planning Questionnaire

EARLY LEARNING CENTER
KUTZTOWN UNIVERSITY
KUTZTOWN, PA 19530
September 1, 1983

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Dear Child Care Provider,

By way of introduction, I am a teacher at Kutztown University who works with preschoolers, student teachers, early childhood college students and parents at the Early Learning Center. I also present workshops for early childhood parents and teachers. This year I will be coordinating the Red Balloon Early Childhood Conference at Kutztown University at which many of you have volunteered to introduce consultants and present in-service teacher exhibits.

Presently, I am a graduate student at Nova University. In the past, I was the Director of the Title IV A Day Care Program (before Title XX) and enjoyed working with many of you. At this time, I would like to combine the past and the present. After speaking with Karen Rightmire and Lynn Schaeffer, I was informed by them that federal cutbacks necessitated the elimination of your program's in-service educational training. For my graduate project, I spoke to your representatives on the Education Committee about my coordinating free workshops concerning many of the topics you submitted to them. The Education Committee and the administrators agreed and helped with suggestions and plans for the following monthly workshop sessions:

Workshop #	Date	Topic/Title	Consultant
1	Nov. 7	"Learning Styles"	Dr. Janice Kulp Prof. - Early Childhood Kutztown University
2	Dec. 5	"Preventing Problems If Possible"	Mrs. Mimi Aberg Gavigan Family Therapist Ginsberg Associates and
3	Jan. 23	"Effective Discipline	Ms. Beverlyn Brightbill Family Life Educator Reading
4	Feb. 6	"Literature and Children"	Mrs. Doris Burkhart Primary Teacher Schuylkill Valley Dist.
5	Mar. 5	"Music"	Mrs. Ina Grapenthin Asst. Prof. of Music Kutztown University
6	Apr. 2	"Microcomputers and Young Children"*	Mrs. Sandra Fisher Asst. Prof. Early Childhood Kutztown University
7	Apr. 16	"Games - YES! Equipment - NO!"	Mrs. Susan Miller Assoc. Prof. Early Childhood Kutztown University

Workshop #	Date	Topic/Title	Consultant
8	May 7	"Summer Arts and Crafts"	Mrs. Helen Krizan Preschool Parent/ Former Art Teacher Early Learning Center

*Workshop #6 will be held at the Early Learning Center, Kutztown University from 2:00-4:00 p.m.

All workshops, except the computer session, will be held on Mondays from 1:30-3:30 at the Berks County Intermediate Unit Administration Center. I understand that it will be impossible for everyone to attend all of the workshops because of your teaching schedules and center responsibilities. Would you, therefore, please discuss with your fellow teachers during planning time when you are all together who will represent your center at each workshop. Karen Rightmire, Lynn Schaeffer and the Education Committee felt that each center could work out coverage for the staff member (more than one person is welcome to attend by the way!) to have released time during the school day to take part in the session(s) that they selected.

The enclosed workshop selection form has a place for you to add your suggestions concerning specific ideas, information, and techniques that you would like to have the consultant(s) cover during the workshop(s) that you have chosen. In your planning, if it is at all possible, could the same person attend both sessions (Dec./Jan.) on behavior as they will be related.

Hopefully, each staff member will become involved in "networking". This is sharing and exchanging ideas and resources while giving mutual support to each other. It will be up to the staff members attending the Red Balloon Conference and in-service workshop to network with other participants during the sessions, as well as when they return to their own center.

I am enclosing a self-addressed, stamped envelope so that you may return the information to me by October 1 in order for me to compile your selections. A master list will be sent to each center for your scheduling. As a way of showing my appreciation to you for returning these materials, I will network with you and send you a booklet developed by other early childhood teachers of games requiring no equipment for you to play with your children as soon as I receive your information. Your responses will be most helpful in planning the best possible in-service program for you. Thank you for your assistance. Please do not hestitate to call me if you have any questions or suggestions (683-4281 or 4258).

Sincerely,

Susan A. Miller

Susan A. Miller
Associate Prof. of Elem. Ed.

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SAM:gk
Enclosures

INFORMATION SHEET

Return by October 1, 1983

Directions: Please fill in the appropriate information.

Name: ______________________________

Center Address: ______________________________

Center Phone Number: ______________________________

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Hours of Work: ______________________________

Home Address: ______________________________

Home Phone Number: ______________________________

Directions: Please check the appropriate response(s) on the enclosed IBM Sheet with a No. 2 pencil.

(Example: If your response to question 1 is 2, you should fill in the IBM sheet as follows — 1 2 3 4 5
|| █ || || ||||

1. The title which best describes your present position. (1) Teacher (2) Assistant (3) Aide (4) Substitute (5) Administrator

2. Years with the BCIU Child Care Program. (1) 0 - 1 (2) 1 - 3 (3) 3 - 5 (4) 5 - 10 (5) 10 - 20.

3. Total years of teaching experience. (1) 0 -1 (2) 1 - 3 (3) 3 - 5 (4) 5 - 10 (5) 10 or more.

4. Age level(s) you are presently working with. (1) Infant (2) Toddler (3) Pre-school (4) School-age (5) Multi-age.

5. Your Age. (1) 18 -21 (2) 21 - 30 (3) 30 - 40 (4) 40 - 50 (5) 50 - 60.

6. Your sex. (1) Female (2) Male.

7. Your level of schooling (1) Elementary/Junior High (2) High School (3) Associate Degree or 1 - 60 College Credits (4) Bachelor's Degree or more than 60 College Credits (5) Master's Degree.

8. Have you attended any of the following during the past year? (1) Conference (2) College course (3) GED course (4) Professional Meeting — Ex. The local Association for the Education of Young Children (5) In - service Workshop Session.

   Specify: (Ex. - Conference - PACCA, Course - Intro. to Early Childhood Education, Kutztown University)

9. Did you attend the Red Balloon Early Childhood Conference at Kutztown State College last year? (1) Yes (2) No.

10.. Have you ever attended the Red Balloon Early Childhood Conference at Kutztown State College? (1) 0 times (2) 1 time (3) 2 - 3 times (4) 4 - 5 times (5) more than 5 times.

11. During the past year have you read any of the following? (1) Journal (2) Educational newletters (3) "Idea" books (4) Educational theory or textbooks (5) Magazine or newspaper articles related to your work.

Examples: ______________________________

____

12. How often do you read any of the above materials? (1) Never (2) Once a day (3) Once a week (4) Every few weeks (5) Monthly.

13. Do you feel that you are up-to-date concerning early childhood and other educational information? (1) Yes (2) No.

14. Would you be interested in receiving free in-service education? (1) Yes (2) No.

15. Which format(s) would you prefer for your in-service sessions? (1) Conference (2) Workshop (3) Videotapes, films (4) Lecture (5) Newsletters.

16. Which consultant(s) would you like to have offer the in-service sessions? (1) Early Childhood University professor (2) Administrator (3) Teacher from your program (4) Teacher from outside your program (5) Specialist in the area (Ex. Family therapist).

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IN-SERVICE WORKSHOP PLANNING FORM

Return by October 1

Name: ____________________________

Center: ____________________________

Directions: Please check the session(s) that you are interested in attending by the workshop number listed in the cover letter.

☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8

Please suggest ideas, information, techniques and materials that you would like to have the consultant(s) for each workshop share:

Workshop # ☐ ____________________________

Ideas and materials you will share: ____________________

Workshop # ☐ ____________________________

Ideas and materials you will share: ____________________

Workshop # ☐ ____________________________

Ideas and materials you will share: ____________________

*Use the rest of this sheet if you will be attending additional workshops.

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Appendix E: Conference Sign-in Sheeet

RED BALLOON VIII EARLY CHILDHOOD CONFERENCE

SIGN-IN FORM FOR BCIU CHILD CARE STAFF

	NAME	CENTER	EXHIBIT/WORKSHOP CONSULTANT
☐ 1.			
☐ 2.			
☐ 3.			
☐ 4.			
☐ 5.			
☐ 6.			
☐ 7.			
☐ 8.			
☐ 9.			
☐ 10.			
☐ 11.			
☐ 12.			
☐ 13.			
☐ 14.			
☐ 15.			
☐ 16.			
☐ 17.			
☐ 18.			
☐ 19.			
☐ 20.			
☐ 21.			
☐ 22.			
☐ 23.			
☐ 24.			
☐ 25.			
☐ 26.			

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EARLY LEARNING CENTER
KUTZTOWN UNIVERSITY
KUTZTOWN, PA 19530
October 17, 1983

Dear Child Care Provider:

Thank you so much for your participation in the Red Balloon Conference. Having personnel who work with youngsters every day be actively involved with the conference this year added a very positive note to the conference message, "Reaching Out to Children." Your assistance was greatly appreciated by the planning committee, other conferees, and me personally.

In order to evaluate how helpful this conference was for you, would you take a few minutes to fill out the enclosed evaluation sheet. Please use the IBM answer sheet. I will be using this information as well for part of my graduate project concerning the in-service educational workshops that I am coordinating for the BCIU Child Care Program during the school year.

A self-addressed, stamped envelope is enclosed for your use. Please return the evaluation form by October 31, 1983.

Sincerely,

Susan A. Miller

Susan A. Miller
Conference Coordinator

SAM:gk

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Red Balloon Conference Evaluation (Staff)

Return by October 31

Name: ______________________________

Center: ______________________________

Directions: Please fill in all appropriate items on the attached IBM score sheet with a No. 2 pencil.

At the following conference sessions/activities I received ideas from "consultants" (besides the "experts," people like yourself if you presented an exhibit) that I will utilize in my center.

		Yes	No	Did Not Attend
1.	In-service teacher exhibits	(1)	(2)	(3)
2.	Student learning centers	(1)	(2)	(3)
3.	Idea exchange	(1)	(2)	(3)
4.	Commercial exhibits	(1)	(2)	(3)
5.	University Curriculum Resource Center (library)	(1)	(2)	(3)
6.	Workshop #1 Title ______________	(1)	(2)	(3)
7.	Workshop #2 Title ______________	(1)	(2)	(3)
8.	Keynote speaker	(1)	(2)	(3)
9.	Luncheon speaker	(1)	(2)	(3)

Please list some of the ideas you received: ______________________________

____

I "networked" (made contact with and/or shared information, techniques, and/or materials) with other education personnel at the conference during the following sessions/activities.

		Yes	No	Did Not Attend
10.	In-service teacher exhibits	(1)	(2)	(3)
11.	Student learning centers	(1)	(2)	(3)
12.	Idea exchange	(1)	(2)	(3)
13.	Commercial exhibits	(1)	(2)	(3)
14.	University Curriculum Resource Center (library)	(1)	(2)	(3)
15.	Workshop #1	(1)	(2)	(3)
16.	Workshop #2	(1)	(2)	(3)
17.	Keynote speaker	(1)	(2)	(3)
18.	Luncheon speaker	(1)	(2)	(3)
19.	At registration or during refreshments	(1)	(2)	(3)
20.	During the Luncheon	(1)	(2)	(3)

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How did you network? Please give examples. ______________________

____

____

____

21. Do you feel that participating in this conference increased your in-service education? (1) yes (2) no

22. Would you participate in the conference again next year?
(1) yes (2) no

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Appendix G: In-service Workshop
Attendance Sign-in Form

IN-SERVICE WORKSHOP ATTENDANCE SIGN-IN FORM FOR

BCIU CHILD CARE STAFF

TOPIC: ______________________

CONSULTANT: ______________________

DATE: ______________________

WORKSHOP#: ______________________

TOTAL # OF PARTICIPANTS: Staff: ________ Administrators: ________

CENTER: Antietam Day Care

	Name	Position
1.		
2.		
3.		

CENTER: Berks Heim Multi-Age

	Name	Position
1.		
2.		
3.		

CENTER: Lois Brace Center

	Name	Position
1.		
2.		
3.		

CENTER: Brandywine Center

	Name	Position
1.		
2.		
3.		

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CENTER: 1st Presbyterian I

	Name	Position
1.		
2.		
3.		

CENTER: 1st Presbyterian II

	Name	Position
1.		
2.		
3.		

CENTER: Glenside Center

	Name	Position
1.		
2.		
3.		

CENTER: Hope Day Care

	Name	Position
1.		
2.		
3.		

CENTER: Pauline Jackson Center I

	Name	Position
1.		
2.		
3.		

CENTER: Pauline Jackson Center II

	Name	Position
1.		
2.		
3.		

CENTER: Vo-Tech Day Care

	Name	Position
1.		
2.		
3.		

CENTER: St. Joseph Hosp. ECEC

	Name	Position
1.		
2.		
3.		

CENTER: St. Luke's Center

	Name	Position
1.		
2.		
3.		

CENTER: St. Mark's Toddler

	Name	Position
1.		
2.		
3.		

CENTER: St. Stephen's Center

	Name	Position
1.		
2.		
3.		

CENTER: Eleanor Springer Day Care

	Name	Position
1.		
2.		
3.		

CENTER: West Reading Center

	Name	Position
1.		
2.		
3.		

CENTER: Wilson Day Care

	Name	Position
1.		
2.		
3.		

Administration:

IN-SERVICE WORKSHOP EVALUATION (Staff)

Return after this session

Directions: Please fill in all appropriate items on the attached IBM score sheet with a no. 2 pencil.

1. This is workshop number (1) 1 (2) 2 (3) 3 (4) 4.

2. (Continued) This is workshop number (1) 5 (2) 6 (3) 7 (4) 8.

3. I have participated in the following number of workshops (1) 1 (2) 2 (3) 3 (4) 4.

4. (Continued) I have participated in the following number of workshops (1) 5 (2) 6 (3) 7 (4) 8.

5. I have taught for the following number of years (1) 0 - 1 (2) 1 - 3 (3) 3 - 5 (4) 5 - 10 (5) 10 or more.

6. My level of schooling is (1) Elementary/Junior High (2) High School (3) Associates degree of 1-60 credits (4) Bachelor's Degree of more than 60 credits (5) Master's Degree.

7. The title which best describes my present position is (1) Teacher (2) Assistant (3) Aide (4) Substitute (5) Administrator

8. Age level(s) I am currently working with (1) Infant (2) Toddler (3) Pre-school (4) School-age (5) Multi-age.

9. This workshop increased my knowledge on this topic? (1) yes (2) no

10. The knowledge/skills I gained from this workshop will be useful in my work at my center. (1) yes (2) no

11. The workshop activities/ideas were relevant to my needs at my center? (1) yes (2) no

12. I discovered different techniques, information and/or materials that I would like to try out at my center? (1) yes (2) no

13. The objectives/goals of this workshop were clear enough for me to relate to my center program. (1) yes (2) no

14. This workshop involved me in some way. (1) yes (2) no

15. There was an opportunity for the consultant(s) and the participants to interact with each other. (1) yes (2) no

16. I shared techniques, information, and/or materials with the consultant(s) and the other participants. (1) yes (2) no

17. I found the group sharing workable ideas beneficial. (1) yes (2) no

18. I felt a sense of "fellowship" with the other staff members and the consultants as information, techniques, and/or materials were shared through networking. (1) yes (2) no

Comments or Suggestions: ______________________________

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EARLY LEARNING CENTER
KUTZTOWN UNIVERSITY
KUTZTOWN, PA 19530

TO: BCIU Child Care Workshop Consultants

FROM: Susan A. Miller SAM
In-service Workshop Coordinator

SUBJECT: Workshop Evaluation

DATE: November 1, 1983

First, a very special thank you for your professional part in presenting an educational in-service workshop for the BCIU Child Care staff members. I know they received and shared many ideas during your session. Your involvement was most appreciated by the staff, Education Committee, administration and me.

The staff has an opportunity to evaluate each session. If you would like a tabulated copy of your workshop evaluation, I would be happy to send it to you. I would welcome any reactions that you might have.

When I act as a consultant, I often wish that I had an opportunity to evaluate the pre-workshop organization, facilities, participants' involvement, etc. In order to make your session and future sessions more relevant, it would help the planning committee if you would complete the following evaluation form.

In case you do not wish to complete the evaluation immediately following your session, I have included a self-addressed, stamped envelope for your use. Your candor is appreciated.

gk

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IN-SERVICE WORKSHOP EVALUATION (Consultant)

Directions: Please check the appropriate response for each item.

1. Consultant: ______________________________

2. Workshop title: ___________________________

3. Date: ____________________________________

4. Were you made aware of the objectives of this practicum
   ☐ yes ☐ no

5. Were you provided with information concerning the participants' needs/interests?
   ☐ yes ☐ no

6. Were all necessary arrangements made for you by the in-service educational project coordinator?
   ☐ yes ☐ no

7. Were the facilities satisfactory?
   ☐ yes ☐ no

8. Was the equipment you requested provided?
   ☐ yes ☐ no

9. Were the materials you requested duplicated?
   ☐ yes ☐ no

10. Was the staff receptive to your ideas, information, techniques and/or materials?
    ☐ yes ☐ no

11. Did the participants ask relevant questions relating your presentation to their needs and programs?
    ☐ yes ☐ no

12. Did the staff share ideas and/or resources with each other and with you?
    ☐ yes ☐ no

13. Comments or suggestions: ______________________________

____

____

____

____

____

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EARLY LEARNING CENTER
KUTZTOWN UNIVERSITY
KUTZTOWN, PA 19530
May 8, 1984

Dear Child Care Provider,

It has been a very rewarding experience for me to work with you as an individual and as a group of educators. I had an opportunity this past year to renew old acquaintances and meet many new early childhood specialists. You received ideas and you shared ideas. Observing and listening to you it was obvious that you were a special group of people who believed in young children and your work with them.

In order to determine the effectiveness of the total in-service educational sessions I will need to gather information from you. If ideas were helpful for you, please let me know. If something was not worthwhile, please tell me that, too. The consultants were impressed with your program and your ideas. If you feel these in-service workshops and the Red Balloon Conference were an important part of your education and "networking" then your evaluation responses will assist me, your Education Committee and administrators in planning for more offerings next year.

The form should take less than 10 minutes to complete. I have included a self-addressed, stamped envelope for your response which should be returned no later than May 22. To conclude this project with networking, I will send you a booklet developed by all of the BCIU child care staff who participated in my April workshop on "Games-YES! Equipment-NO!" as soon as I receive your completed evaluation form. The game ideas are superior (but then that is to be expected from such a "superior" staff!).

It's truly been a pleasure being associated with you. If I can ever be of assistance to you in any way with early childhood information, please feel free to contact me.

Sincerely,

Susan A. Miller

Susan A. Miller
Associate Prof. of Elem. Ed.

SAM:gk
Enclosures

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EVALUATION OF THE IN-SERVICE EDUCATIONAL NETWORK (Staff)

Return by May 22

Name: ______________________________

Center: ______________________________

Directions: Please check the appropriate response(s) on the enclosed IBM score sheet with a No. 2 pencil.

1. Which of the following have you attended this past year? (1) Conference (2) College Course (3) GED Course (4) Professional Meeting (Ex. the local Association for the Education of Young Children) (5) In-service workshop session.

   Please specify: (Ex. Conferences-PACCA, Red Balloon)

   ____

   ____

   ____

2. During the past year, have you read any of the following? (1) Journals (2) Educational newsletters (3) "Idea" books (4) Educational theory or textbooks (5) Magazine or newspaper articles related to your work.

   Give Examples: ______________________________

   ____

3. Did you participate in the Red Balloon Conference? (1) yes (2) no

4. How many in-service workshops did you attend? (1) 0 (2) 1 (3) 2 (4) 3 (5) 4

5. (Continued) How may in-service workshops did you attend? (1) 5 (2) 6 (3) 7 (4) 8

6. Compared to last year, do you feel as a result of the ongoing in-service offerings (Red Balloon Conference, Workshops) that you have increased your in-service education? (1) yes (2) no

7. Other than the Red Balloon Conference lunch, has there been any cost to the BCIU program for your in-service education? (1) yes (2) no

   Explain, if yes: ______________________________

8. Did you actually use the knowledge and skills that you gained from the conference and/or workshops sessions in your center program? (1) yes (2) no (3) did not attend.

9. Were the conference and/or workshop activities relevant to your needs at your center? (1) yes (2) no

10. Did you utilize the practical suggestions, information, and resources that you obtained during the in-service sessions in your program? (1) yes (2) no (3) did not attend

11. Did you share information, techniques, and materials that you gathered while participating in the conference and/or workshop sessions with other center staff members? (1) yes (2) no (3) did not attend

12. Did other center staff members respond to your in-service information and exchange ideas with you? (1) yes (2) no

13. Did the staff members representing your center share information techniques, and materials when they returned to your center? (1) yes (2) no

14. Did you and/or your center staff exchange ideas and materials related to the in-service topics with child care workers in other centers? (1) yes (2) no

15. Did you feel that "networking" was a simple, beneficial way to share and exchange program information and resources? (1) yes (2) no

Why or Why not? ______________________________

____

16. Would you like to have these in-service educational sessions continued next year? (1) yes (2) no Why not? ______________________________

____

Topics for future in-service: ______________________________

____

What you liked most about this in-service educational network: ______

____

____

What you liked least about this in-service program: ______________

____

____

Other comments and suggestions: ______________________________

____

____

____

EARLY LEARNING CENTER
KUTZTOWN UNIVERSITY
KUTZTOWN, PA 19530
May 8, 1984

Dear

A very sincere thank you for all your help with this educational in-service practicum. Your support and suggestions have been most beneficial.

I would appreciate it if you would take a few moments to complete this evaluation of the total project for me. As an administrator, your input is most valuable. This information will help me to determine your thoughts in the effectiveness of this educational in-service network. It will also assist in planning for future in-service endeavors.

A self-addressed, stamped envelope is enclosed for your responses which should be sent to me by May 22. I have greatly enjoyed the association again with your staff and program. Please do not hestitate to contact me if I can be of further assistance to you.

Sincerely,

Susan A. Miller

Susan A. Miller
Associate Prof. of Elem. Ed.

SAM:gk
Enclosures

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EVALUATION OF THE IN-SERVICE EDUCATIONAL NETWORK (Administration)

Return by May 22

Name: ______________________________

Position: ___________________________

Directions: Please check the appropriate responses.

1. I participated in the Red Balloon Conference.
   ☐ Yes ☐ No
2. I attended the following number of workshops.
   ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
3. After observing staff participation and reviewing the conference and workshop attendance sheets, I believe that 75% of the permanent staff increased their in-service education.
   ☐ Yes ☐ No
4. The cost to the BCIU Child Care program for in-service education was minimal.
   ☐ Yes ☐ No

   In-service estimated costs to the program were as follows:
   1. ______________ $6.00 X ☐ for Red Balloon Conference lunches
   2. ______________ Refreshments for workshops
   3. ______________
   4. ______________
   5. ______________
   6. ______________

   ☐ $. Total
5. BCIU Child Care staff members shared ideas, information, resources and materials with other early childhood personnel by providing exhibits for the Red Balloon Conference.
   ☐ Yes ☐ No
6. The staff shared ideas and materials with each other and the consultants during the workshop sessions.
   ☐ Yes ☐ No ☐ Did Not Attend
7. The child care providers who attended the in-service sessions relayed information to other center staff upon their return.
   ☐ Yes ☐ No
8. Center staff exchanged ideas related to in-service topics through networking.
   ☐ Yes ☐ No
9. As a result of ideas received during in-service offerings, the staff has requested further information, materials, or resources from the administration.
   ☐ Yes ☐ No

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10. As an administrator, I wish to encourage "networking" as a simple beneficial system for the program staff to exchange and share resources.

☐ Yes ☐ No

Why or Why Not? ______________________________

____

11. I would like to have the in-service education sessions continued next year for the staff.

☐ Yes ☐ No

Why or Why Not? ______________________________

____

Future topics: ________________________________

____

____

Comments and Suggestions: _____________________

____

____

____

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Conference Program Information

THE RED BALLOON VIII

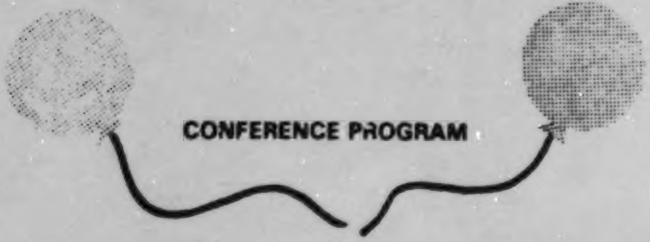
"Reaching Out To Children"

A Preschool and Elementary Education Conference at Kutztown University

SATURDAY
OCTOBER 15, 1983

Sponsored by
The Department of Education
and the
Student A.E.Y.C.

RED BALLOON VIII



CONFERENCE PROGRAM

8:00-9:00 am - **REGISTRATION** — Beekey Building
Upper Lobby

COMMERCIAL EXHIBITS &
STUDENT INSTRUCTIONAL CENTERS
IN-SERVICE TEACHER EXHIBITS
IDEA EXCHANGE
COFFEE & TEA RECEPTION — Beekey Building
Upper Lobby

8:45-9:00 am - **PRE-CONFERENCE MUSIC** — Schaeffer Auditorium
Mrs. Ina Grapenthin, Assistant Professor of Music
Kutztown University

9:00-10:00 am - **OPENING SESSION** — Schaeffer Auditorium
GREETINGS: DR. LAWRENCE M. STRATTON, President
KEYNOTE SPEAKER: DR. ANTHONY CAMPOLO
National lecturer, author, and
television personality.
Chairperson
Sociology Department
Eastern College
TOPIC: "DISAPPEARING CHILDHOOD IN
TODAY'S WORLD"

10:10-11:10 am - **WORKSHOP SESSION #1**
(Consult Program)

11:10-12:10 pm - **EXHIBITS** — Beekey Building
Commercial & Instructional Centers
Idea Exchange and In-Service
Curriculum Materials — Myrtle Burris, Supervisor
Curriculum Center, Rohrbach Library
(Open from 11:00 am - 5:00 pm)

COFFEE, TEA, AND SNACKS — Beekey Building

AUTOGRAPH SESSION — Dr. Louise Bates Ames
Ms. Ellen Booth Church

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12:15- 1:15 - **WORKSHOP SESSION #2**
(Consult Program)

1:15-3:00 - **LUNCHEON** — South Dining Hall
(Shuttle Bus Available)
SPEAKER: DR. LOUISE BATES AMES
Author, national lecturer & television guest
Co-director
Gesell Child Development Institute
TOPIC: "PREVENTING SCHOOL FAILURE"

WORKSHOP SESSIONS

Attend first and second sessions according to numbers recorded on your registration tag.

1. **"CALM, COOL, AND CENTERED – COPING FOR KIDS"** Relaxation and centering activities for children and teachers to use at school and at home.
   Consultant: *Dr. Mary Ellen Sapp, Associate Director, Ed.D. Program in Early Childhood, Nova University, Ft. Lauderdale, FL.*
2. **"BRIGHT IDEAS"** An idea exchange focusing on the areas of learning settings, equipment, and materials.
   Consultant: *Ms. Jerry Matthews, Mental Health Professional, Genesee County Mental Health, Flint, MI.*
3. **"ACTIVITIES FOR YOUNG GIFTED CHILDREN"** Exploration of a variety of home and school activities to meet the social, educational, and creative needs of gifted young children.
   Consultant: *Dr. Iris Lash, Project Director, Vermont Network for the Gifted, Shelburne, VT.*
4. **"EFFECTIVE TIME MANAGEMENT: ACCOMPLISHING PROFESSIONAL AND PERSONAL GOALS"** Methods to discriminate and prioritize professional and personal goals, and suggestions for accomplishing them will be considered.
   Consultant: *Dr. Judy M. Burgess, Coordinator, Child Development/Child Services Laboratory, The Pennsylvania State University, University Park, PA.*
5. **"HELPING CHILDREN DEVELOP SELF CONTROL"** The development of appropriate rules and effective consequences within an environment that is structured for children's success.
   Consultant: *Ms. Mimi Aberg Gavigan, Co-director, Ginsberg Associates, Allentown, PA.*

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6. **"MATH: AVOIDANCE OR ADVENTURE?"** Exploration of early math concepts and the role of inexpensive teacher-made manipulatives and activities in forming these concepts.
Consultant: *Mrs. Jody Kenny, Lecturer, Education Department, St. Michael's College, Winooski, VT.*

7. **"OBSERVATIONAL TECHIQUES IN AN INFANT-TODDLER GROUP"** A Piagetian approach to the individualization of learning for infants and toddlers in a group setting can be accomplished through the use of observational techniques.
Consultant: *Mrs. Judith A. Peterson, Coordinator/Instructor Early Childhood Program, Reading Area Community College, Reading, PA.*

8. **"HOW T.V. IS CHANGING OUR CHILDREN"** A powerful look into television in the home and in the school. America's #1 curriculum.
Consultant: *Dr. William W. Sharkan, Superintendent, Northern Lehigh School District, Slatington, PA.*

9. **"FOUR LEGS, ONE GOAL"** An overview of the need for humane education and its specific application for the elementary classroom.
Consultants: *Mrs. Abbey O'Dor, Center Director, South Mountain Children's Center, Allentown, PA. and Ms. Deborah Reinhard-Mertz, Humane Education Coordinator, Lehigh County Humane Society, Allentown, PA.*

10. **"LEARNING THINGS — OPEN-ENDED TEACHER-MADE MATERIALS THAT TEACH THINKING SKILLS"** A hands-on workshop presenting all new ways of looking at teacher-made games to use with 3 to 6 year olds. (Materials based upon the consultant's book, **Learning Things**.)
Consultant: *Ms. Ellen Booth Church, Assistant Professor of Early Childhood, State University of New York, Farmingdale, NY.*

11. **"MANAGE, MOTIVATE, AND MOVE"** A presentation of practical hands-on strategies to aid the teacher in managing a classroom with maximum effectiveness and minimum disciplinary action to promote a stimulating learning environment where children are motivated to practice their skills.
Consultant: *Mrs. Doris Burkhart, Classroom Teacher, Schuylkill Valley School District, Leesport, PA.*

12. **"PREPARING CHILDREN FOR READING SUCCESS: HOW TO"** Practical strategies and techniques for the classroom teacher and the parent to foster the reading habit.
Consultant: *Dr. Anthony D. Fredericks, Reading Specialist, Catasauqua Area School District, Catasauqua, PA.*

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Best Available Copy

13. **"HELPING CHILDREN TO THINK MORE CREATIVELY"** A discussion of the divergent thinking processes and ways to promote these creative thinking abilities in the classroom.
Consultant: *Mrs. Nancy M. Rush, Coordinator, Early Childhood Education, Cabrini College, Radnor, PA.*

14. **"CLASSROOM APPLICATION OF THE MICROCOMPUTERS"** A presentation of teaching techniques for computer readiness skills, computer literacy skills, and the application of microcomputers in the elementary classroom.
Consultant: *Mr. David A. Grim, Elementary Education Teacher-Microcomputer Training Instructor, Parkway Manor School, Allentown, PA.*

15. **"TELL YOUR STORY! A HOW-TO, HANDS-ON WORKSHOP FOR TEACHERS"** Tips on how to turn a good idea into a good article and how to sell that article to a publisher.
Consultant: *Ms. Nancy-Jo Hereford, Associate Editor INSTRUCTOR magazine, New York, NY.*

16. **"ARTS AND CRAFTS FOR THE TODDLERS"** Practical, educationally sound craft ideas will be shared.
Consultant: *Ms. Dorothy A. Owen, Head Teacher, Parent-Child Development Center, Edinboro University, Edinboro, PA.*

17. **"A LONG TERM LOOK AT THE TRAGEDY OF OVERPLACEMENT"** A discussion of maturationally sensitive screening instruments on which to base a decision regarding kindergarten retention and/or grade placement. A look at the long term effects of misplacement in the K-1 years. Suggestions for communicating placement decisions to parents in ways that elicit their support. Consideration of the question of acceleration of gifted students.
Consultant: *Mr. James Grant, Teaching Principal, Temple Public School, Temple, NH.*

THE IDEA EXCHANGE

On a 3" x 5" file card, write a description of your favorite program activity. Include your name, address, and the age level the activity is appropriate for. If possible, bring along a sample of your idea for display at the Red Balloon VIII Conference. Leave your card and sample at "The Idea Exchange" in the In-service Teacher Exhibit Area. If you would like a copy of several of the ideas submitted sent to you after the conference, please bring a self-addressed, stamped envelope (business size, 4" x 9½") with you.

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THE ELEMENTARY EDUCATION PROGRAM AT KUTZTOWN UNIVERSITY

The Elementary Education Program at KU prepares students for teaching in nursery, kindergarten, and grades one to eight in elementary and middle schools. The Early Childhood Concentration, Reading Concentration, Special Education Programs, as well as concentrations in approximately fifteen other areas of study give our students the opportunity to develop two specializations. The university prides itself in a program that produces intelligent, well-prepared, humanistic teachers. The students receive a solid background in the arts and sciences, as well as professional and special studies. They are exposed to frequent, in-depth experiences with children, particularly through the junior professional semester program and a semester of student teaching experience.

The Early Learning Center provides an individualized educational program for children at the nursery and kindergarten levels. The Center functions as a laboratory for students in the elementary education curriculum. Mrs. Susan Miller and Mrs. Sandra Fisher, Early Learning Center faculty, also provide demonstration and observational experiences for in-service teachers and other personnel involved in the education of young children.

CONFERENCE COMMITTEE

Workshop Facilitators and Committee Members represent faculty and students in the Departments of Elementary Education, Special Education, Audio-Visual Education, Art Education, Music Education, Library Science Education, and Physical Education. Special friends of the university have, also, graciously given of their time. Thank you for your assistance in making this conference possible.

Susan A. Miller
RED BALLOON VIII
Conference Coordinator

Thank You For Attending RED BALLOON VIII
Be Sure To Return Your Evaluation Sheet ! ! !

ROOM CHANGES

RED BALLOON VIII CONFERENCE
October 15, 1983
Kutztown University

ROOM ASSIGNMENTS

Session #	Room	Topic
3	209-211 Beekey	"Activities for Young Gifted Children"
15	203 Beekey	"Tell Your Story!"

SCHEDULE

11:10 A.M. - 12:00 Noon	Exhibits Coffee, Tea, and Snacks Autograph Session
12:00 Noon - 1:00 P.M.	Workshop Session #2
1:00 P.M. - 3:00 P.M.	Luncheon Speaker: Dr. Louise Bates Ames

KUTZTOWN UNIVERSITY
KUTZTOWN, PENNSYLVANIA

THE RED BALLOON VIII CONFERENCE
Saturday, October 15, 1983

SESSION NUMBER AND TOPIC:		ROOM:
1.	"CALM, COOL, AND CENTERED - COPING FOR KIDS"	267BB
2.	"BRIGHT IDEAS"	269BB
3.	"ACTIVITIES FOR YOUNG GIFTED CHILDREN"	203BB
4.	"EFFECTIVE TIME MANAGEMENT: ACCOMPLISHING PROFESSIONAL AND PERSONAL GOALS"	[illegible]5BB
5.	"HELPING CHILDREN DEVELOP SELF CONTROL"	261-263BB
6.	"MATH: AVOIDANCE OR ADVENTURE?"	101BB
7.	"OBSERVATIONAL TECHNIQUES IN AN INFANT-TODDLER GROUP"	113BB
8.	"HOW TV IS CHANGING OUR CHILDREN"	117BB
9.	"FOUR LEGS, ONE GOAL"	215BB
10.	"LEARNING THINGS - OPEN-ENDED TEACHER-MADE MATERIALS THAT TEACH THINKING SKILLS"	
11.	"MANAGE, MOTIVATE, AND MOVE"	AUDITORIUM LOWER LEVEL, ROHR. LIB.
12.	"PREPARING CHILDREN FOR READING SUCCESS: HOW TO"	217BB
13.	"HELPING CHILDREN TO THINK MORE CREATIVELY"	271BB
14.	"CLASSROOM APPLICATION OF THE MICROCOMPUTERS"	ROOM 4 LOWER LEVEL ROHR. LIB.
15.	"TELL YOUR STORY! A HOW-TO, HANDS-ON WORKSHOP FOR TEACHERS"	209-211BB
16.	"ARTS AND CRAFTS FOR THE TODDLERS"	103BB
17.	"A LONG TERM LOOK AT THE TRAGEDY OF OVERPLACEMENT"	207BB

(over)

KUTZTOWN UNIVERSITY
KUTZTOWN, PENNSYLVANIA

THE RED BALLOON VIII CONFERENCE
Saturday, October 15, 1983

EXHIBITS:	**ROOM:**
COMMERCIAL EXHIBITS (AUTOGRAPH SESSION)	1st Floor STUDENT LOUNGE BEEKEY BUILDING
STUDENT INSTRUCTIONAL CENTERS	223BB
IN-SERVICE TEACHER EXHIBITS	224BB
STUDENT SOCIAL STUDIES PROJECTS DISPLAY	115BB
IDEA EXHANGE	2nd Floor REGISTRATION LOBBY BEEKEY BUILDING
CURRICULUM MATERIALS CENTER (11:00 AM - 5:00 PM)	2nd Floor ROHRBACH LIBRARY

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FACILITATORS

WORKSHOP	FIRST SESSION	SECOND SESSION
1	Dr. Ann Gundry Professor, Health & Physical Ed. Kutztown University	Dr. Ann Gundry
2	Ms. Margaret Waibel Associate Prof., Art Education Kutztown University	Ms. Margaret Waibel
3	Mrs. Helen Gingrich, Director Wonderkey Learning Center Blue Bell, PA	Dr. Elizabeth Liddicoat Professor, Elementary Ed. Kutztown University
4	Mrs. Sally Knappenberger Assistant Prof., Elementary Ed. Kutztown University	Mrs. Sally Knappenberger
5	Miss Millicent Wansel Classroom Teacher Radnor School District	Dr. Charles Marple Chairperson, Elementary Ed. Kutztown University
6	Mrs. Sherry Shoemaker Special Education Teacher Berks Co. Intermediate Unit	Dr. Robert Dornish Professor, Education Kutztown University
7	Miss Camille Giordano Early Childhood Ed. Student Kutztown University	Mrs. Christine Bradley Teacher, Calvary Christian Pre-School Laureldale, PA
8	Mrs. Dolores Kirschner Education Coordinator Berks Co. I.U. Head Start	Miss Rebecca Smith Graduate Ass't., Elem. Ed. Kutztown University
9	Mrs. Jane MacDonald Basic Skills Resource Teacher Toms River Schools, N.J.	Ms. Lori Werley Family Service Worker Berks Co. I.U. Head Start
10	Miss Virginia Colella Early Childhood Ed. Student Kutztown University	Miss Nerine Middleswarth Assistant Prof., Elem. Ed. Kutztown University
11	Miss Corrine Zydel Early Childhood Ed. Student Kutztown University	Dr. Perle Briere Prof., Ability Develop. Prog. Kutztown University
12	Dr. John Wood Professor, Education Kutztown University	Mrs. Georgia Chomicky President, Allentown Branch Assoc. of American University Women
13	Miss Anna Wood Early Childhood Ed. Student Kutztown University	Miss Lori McDaniel Early Childhood Ed. Student Kutztown University

(Over)

WORKSHOP	FIRST SESSION	SECOND SESSION
14	Dr. Susan Moon Associate Professor Speech/Language Pathology Kutztown University	Dr. Susan Moon
15	Mr. Ray Dalfonso Assistant Professor Speech/Language Pathology Kutztown University	Mr. Ray Dalfonso
16	Miss Michelle Kantor Red Balloon Conference Aide Kutztown University	Mr. Eldon Katter Chairperson, Art Education Kutztown University
17	Mrs. Lynn Wetzel Early Childhood Ed. Student Kutztown University	Dr. Alma Schlenker Professor Emeritus Kutztown University

Keynote Speaker

Dr. Anthony Campolo - Mrs. Connie Fritch
Assistant Professor of Education
Kutztown University

Luncheon Speaker

Dr. Louise Bates Ames - Mrs. Sandra Fisher
Assistant Prof. of Education
Kutztown University

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IN-SERVICE TEACHER EXHIBITORS

Marianne Becker, Diane L. Fichthorn, Emily M. Seelig & Lori Marks
Wilson Center Daycare
Topic: Dixie Cup Science Projects

Mildred Wert
12th & Marion Elementary School
Topic: Alphabet Puppets & Alphabet Cards

Kathleen Jacobs & Alice Olexa
Bekshire Heights Elementary Head Start
Topic: Fun Foods

Jacqueline Jones and Debra Wierzbicki
1st Presbyterian Church Day Care
Topic: Mobiles

Vicky Smith
Anitetam Day Care Center
Topic: Community Helpers

Kathleen Harp
Pauline Jackson Center I - Community Child Care
Topic "Learning Games You Can Make"

Ken Johnson, Tammy Marshall, Kay Murray
Community Child Care Program
Topic: Camping

Helen Krizan
Kutztown University Early Learning Center
Topic: Arts and Crafts

William Conner, Thomas Abbott
Sheckler Elementary School
Topic: Computers

Brad Cressman and Robert Hassler
Sheckler Elementary School
Topic: Television

Betty Benner & William Nothstein
Sheckler Elementary School
Topic: Art and Music

Diane D. Long
Annapolis, MD
Topic: Creative Storytelling

Ruth E. Bloom
Topton Elementary School District
Topic: Job Management Chart - "Apple Tree"

Lynette Smith, Cathy Sweeney
Schnecksville Elementary School
Topic: Learning Center Materials

Gloria Berger
Andrew Maier Elementary School
Topic: Paper Towel Puppets

Louise Keim
St. Joseph Hospital
Early Childhood Education Center
Topic: Multi-Age Day Care - A Day Care in Action

Robin Reber
Schuylkill Valley Primary School
Topic: GOOD NEWS!

COMMERCIAL EXHIBITORS

Goldencraft
Art & Doris Burrows
526 School Lane
Swarthmore, PA 19081

Childcraft Education Corp.
Don E. Shawver
682 Red Oak Lane
Kinnelon, NJ 07405

New Directions Press
Dr. Anthony DiNola
R.D. 4, Box 343
Newton, NJ 07860

Educatinnal Performance
c/o R.D. 4, Box 343
Newton, NJ 07860

Feed & Read Bookstore
Richard Smith
218 W. Main Street
Kutztown, PA 19530

Discovery Toys
Norma Jean Nye
224 Hill Road
Wernersville, PA 19565

Kurtz Bros.
Del Bonawitz
560 Colonial Ave.
Souderton, PA 18964

Teacher's Pet
Jessica Johnson
725 N. 4th Street
Allentown, PA 18102

Developmental Learning Materials
Robin Rothe
2183 East Village Road
Holland, PA 18966

KUTZTOWN UNIVERSITY
Kutztown, Pennsylvania

COMMITTEES

CONFERENCE COORDINATOR

Susan Miller

EVALUATIONS AND FINANCE

Faculty/Staff Coordinators

Dorothy C. Moyer
Gladys A. Kline

STUDENT CONTACT

Staff Coordinator

Mary A. Miller

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Nerine Middleswarth
Sally Knappenberger

Student Coordinator

Lori McDaniel

Student Committee Members

Corrine Zydel
Rebecca Smith

COMMERCIAL EXHIBITS

Faculty Coordinator

Floyd Stauffer

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Josie Busa
Carol Ann Kotz
Donna Forti
Joan Campbell

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Karen Spruth

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Jane Richards

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Celeste Mills
Leslie Kulha
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Daine Felix
Susan Smoluk
Holly McGovern
Deborah Eischer
Emily Eberly
Cheryll Deerin
Sharon L. Ricciardi
Joyce Zielinski

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ROOM ARRANGEMENTS

Faculty/Staff Coordinators

Susan Moon
Judy Fritch
David Peterson

Student Coordinator

Kristin Resh

Student Committee Members

Diane Robatta
Joy Egard
Patricia Gallagher
Leota Davies

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Gladys Kline

Student Coordinators

Michelle Kantor
Barbara Johnson

Committee Members

Faculty - Harry Herring
Staff - Ann Marie Smith
Students

Chris Horvath
Karen Opdyke
Margie Hughes
Karen Leymeister
Lori Standhardt
Beth Isley
Susan Huml
Martha Richie
Chris Lightcap

STUDENT LEARNING CENTERS

Faculty Coordinator

Janice Kulp

Student Coordinator

Shelby Kimmelshue

Student Committee Members

Anne Rich
Jill Hoffman
Susan Smith
Carol Pfenninger
Lynda Reppert

IN-SERVICE TEACHERS' EXHIBITS

Faculty Coordinators

Clinton Burket
Ann Cimino

In-Service Teacher Coordinator

Mildred Wert

Student Coordinator

Lori Moyer

Student Committee Members

Jean Foley
Jill Fetter
Susan Glass
Lorie Kaufman
Gloria Geer

AUTOGRAPH SESSION

Faculty Coordinator

Dennis Strasser

Student Coordinator

Virginia Colella

Student Committee Members

Libby Fellows
Lori Zimmerman

IDEA EXCHANGE

Faculty Coordinator

Joyce Lesher

Student Coordinator

Julie Green

Committee Members

Lori Swalley
Vivian Bleiler
Ellen Davies
Anne McFadden
Jolene Degler

KUTZTOWN UNIVERSITY
Kutztown, PA 19530

RED BALLOON VIII
EVALUATION FORM

PLEASE SUBMIT THIS EVALUATION AT THE COMPLETION OF THE CONFERENCE.

Use the following rating scale: 5=Outstanding; 4=Very Good; 3=Acceptable; 2=Limited Value; 1=Unsatisfactory.

I. The Conference	5	4	3	2	1	Comments
A. Keynote Speaker: Dr. Anthony Campolo						
B. Luncheon Speaker: Dr. Louise Bates Ames						
C. Workshops First: #_____						
Second: #_____						
D. Commercial Exhibits						
E. In-Service Teacher Exhibits						
F. Student Learning Centers						
G. Advanced Registration						
H. Registration						
I. Luncheon						
J. Facilities & Arrangements						
K. Scheduling of Activities						

II. Comments and Suggestions for Future Conferences:

A. Future Speakers- ____________________

B. Future Workshop Presenters- ____________________

C. Future Commercial or In-Service Teacher Exhibits - ____________________

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D. Idea Exchange - ______________________________

____

E. Other Comments - ______________________________

____

III. General Information:

A. My position is: ____Administrator ____Classroom Teacher

____Specialist ____Parent ____Student ____Pre-School Educator

____Consultant

B. My area of specialization is: ______________________________

C. Years in position: ______________

D. Location of place of employment: County of ______________________

State of ______________________

E. Education: ____7-12 ____H.S. ____Assoc. ____Bachelor ____M.Ed.

____Ed.D

F. I would attend a conference next year: ____Yes ____No

G. I am interested in presenting a workshop next year: ____Yes ____No
(If yes, please give us your name, address, and telephone number.)

H. I am interested in being on the conference planning committee for next year: ____Yes ____No
(If yes, please give us your name, address, and telephone number.)

IN CASE YOU FORGOT TO RETURN THIS EVALUATION, OUR MAILING ADDRESS IS:

RED BALLOON VIII
252 BEEKEY BUILDING
KUTZTOWN UNIVERSITY
KUTZTOWN, PA 19530

THANKYOUTHANKYOUTHANKYOUTHANKYOUTHANKYOUTHANKYOUTHANKYOUTHANKYOUTHANKYOUTHANKYOUTHANK

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Kutztown State College
Kutztown Pennsylvania 19530

May 2, 1983

Dear Child Care Provider,

This special invitation is extended to you to participate in the Red Balloon VIII Early Childhood and Elementary Education Conference to be held on October 15, 1983, at the Kutztown University of Pennsylvania campus. This year's theme, "Reaching Out to Children," is something I know your staff makes an effort to do every day. Dr. Louise Bates Ames of the Gesell Institute, our luncheon speaker, will address the topic "Preventing School Failure." The keynote speaker, Dr. Anthony Campolo, will discuss "The Family Today." There will be fifteen workshops to choose from, covering such topics as: "Arts and Crafts for Toddlers," "Effective Discipline," "Developing Creative Thinking in Children," "Games That Make Learning Fun," "How to Write for Publication," "Effective Time Management," and "Math: Avoidance or Adventure."

This October the planning committee would like to have included in the conference many of the innovative, exciting things that you are doing in your classrooms and centers with children, parents, and staff. We would like to have you individually, or as a center staff, set up a display at the Red Balloon. This exhibit might be children's art projects, manipulative materials you have created, activities related to a special unit you enjoyed with the children (dinosaurs, trips to the bakery, etc.), successful fund raising ideas, ways to tell stories, etc.

The exhibit sessions will be from 8:00-9:00 and 11:15-12:15. You would be free to enjoy the speakers and workshop sessions during the rest of the time.

Another way that you could assist with the conference would be by introducing a workshop consultant for one of the speaker's sessions. All introductory materials would be gathered and prepared in advance by the Consultant's Committee. Your responsibility would be to briefly introduce the consultant to the workshop participants and act as a host(ess) by meeting the person at registration or escorting them to lunch.

If you would be willing to assist in either of these two ways, I would appreciate it if you would please respond on the enclosed information sheet. I realize that due to funding cutbacks, the formal educational training sessions for your program has been limited during the past three years. In return for your help with the conference, arrangements have been made to waive the registration fee for you. Karen Rightmire and Dolores Kirschner have agreed that the Child Care Program will pay the luncheon fee for any staff members willing to assist with the Red Balloon. In exchange for "your" ideas, the committee promises you "new" ideas after attending the conference!

If I can answer any questions, please do not hestitate to contact me at 683-4281, 683-4258, or 683-7459. Karen Rightmire, Lynn Schaeffer, Ramona Turpin, Dolores Kirschner, or Joan Houck will be able to offer suggestions to you, as well. Please return the forms to Karen Rightmire or Dolores Kirschner by Tuesday, May 17, 1983. Thank you for your cooperation. I'm looking forward to seeing you all at the Red Balloon!

Sincerely,

Susan A Miller

Susan A. Miller
Conference Coordinator

SAM:gk

RED BALLOON CONFERENCE
KUTZTOWN UNIVERSITY OF PENNSYLVANIA
KUTZTOWN, PA 19530
May 2, 1983

In-Service Teacher's Exhibit Information

Name: ______________________________

Title: ______________________________

Center Address: ______________________________

____

Center Telephone Number: ______________________________

Program: (Head Start, Family Day Care, etc.) ______________________________

Home Address: ______________________________

Home Telephone Number: ______________________________

Topic of Exhibit: (Ex.-"Alphabet Puppets") ______________________________

____

One Sentence Description of Exhibit: (Include age levels if appropriate) __________

____

____

Equipment Needed: (Ex.-Table, extension cord, etc.) ______________________________

____

Workshop Facilitator

_______ Yes, I would like to introduce a workshop consultant.

Name: ______________________________

Title: ______________________________

Center Address: ______________________________

Center Telephone Number: ______________________________

Program: (Head Start, Family Day Care, etc.) ______________________________

Home Address: ______________________________

Home Telephone Number: ______________________________

Topics I am interested in: (Ex.-Art, Music, Discipline, etc.) ______________________________

____

____

Appendix N: Administrators' Planning and Information Letter

EARLY LEARNING CENTER
KUTZTOWN UNIVERSITY
KUTZTOWN, PA 19530
September 1, 1983

Dear

At this time I am sending each BCIU Child Care program staff member a copy of an information form, a workshop selection sheet, and a cover letter explaining the in-service education practicum and their role in it. I am enclosing a copy of these materials for you as well.

I would appreciate it if you would also fill out an information sheet. Research studies have shown that in-service education sessions are more effective if administrators not only take part in the needs assessment, but become involved in the offerings as well. Your participation in the workshops lends a credibility to their worthwhileness and importance in staff development. Along with the other administrators would you please select several sessions that you would like to attend and indicate them on the attached workshop session sign-up sheet. If possible, could you arrange to please have one administrator at each of the eight workshops.

You have offered much assistance with the planning of these in-service educational offerings. I do wish to thank you for your help. I am enclosing a self-addressed, stamped envelope for your response. Please contact me if I can do anything else to make this practicum successful for you and your staff.

Sincerely,

Susan A. Miller

Susan A. Miller
Assoc. Prof. of Elem. Ed.

SAM:gk
Enclosures

EARLY LEARNING CENTER
KUTZTOWN UNIVERSITY
KUTZTOWN, PA 19530
October 15, 1983

Dear

I have received the Berks County Intermediate Unit child care staff comments concerning ideas that they hope you will share with them about your topic to make your workshop more relevant to their individual and center needs. I am also enclosing a copy of the evaluation form for the workshop session so that you will be able to see some of the goals that I have set for the workshops.

Ultimately, it is hoped that the staff members will become involved in the concept of "networking" (sharing and exchanging ideas and resources while giving mutual support to each other). As you well know, because of federal cutbacks, these child care workers have not received ongoing in-service education in over two years. The days of everyone receiving training at one time while substitutes man the centers have disappeared. I would like for you, as a consultant, to encourage the workshop participant(s) representing their center to interact with the information you present and share their ideas and resources with the others in attendance.

Later, it will then be up to these workshop participants to go back to their centers where they will further explore, share, and utilize your and the other center representatives' ideas with their immediate program staff. If this goal is realized, it will be a positive, inexpensive way of helping to solve this program's educational, in-service dilemna! I will thank you in advance for your part in this network.

Each workshop will be of a two hour duration. Please try to leave sufficient time at the beginning and end of your session for interaction, discussion and sharing of resources.

If you need directions to the BCIU Administration Building, let me know. Also, send me any materials that you wish duplicated at least one month in advance. I will be contacting you closer to your presentation date about other details. Please do not hestitate to call me if I can be of assistance in any way.

Sincerely,

Susan A. Miller

Susan A. Miller
Associate Prof. of Elem. Ed.

SAM:gk
Enclosure

EARLY LEARNING CENTER
KUTZTOWN UNIVERSITY
KUTZTOWN, PA 19530
September 1, 1983

Dear

As the head teacher for your center, I am requesting your help with the scheduling for the BCIU in-service workshop series for your program staff. When they have met together and decided who will represent your center at each session, would you please enter their names and position on the master center scheduling forms which I have enclosed. Would you then mail one copy to me in the self-addressed, stamped envelope. Keep the other copy for your records.

According to the ideas submitted for workshops by each center and the topics selected by the Education Committee it looks to be a very interesting in-service series. The consultants are looking forward to sharing ideas with your fellow staff members. I am also excited about working with the Title XX program once more.

Thank you for your assistance with this scheduling. I am looking forward to seeing you at the Red Balloon Conference and/or the workshops.

Sincerely,

Susan A. Miller

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Associate Prof. of Elem. Ed.

SAM:gk
Enclosures

IN-SERVICE WORKSHOP SCHEDULE FOR

CENTER: ______________________________

Head Teacher: ______________________________

Address: ______________________________

Phone Number: ______________________________

All sessions except #6, will be held at the BCIU Administration Building from 1:30-3:30 p.m.

Workshop #	Date	Topic	Staff Attending	Position
1	Nov. 7	"Learning Styles"	1. 2. 3.	1. 2. 3.
2*	Dec. 5	"Preventing Problems"	1. 2. 3.	1. 2. 3.
3*	Jan. 23	"Effective Discipline"	1. 2. 3.	1. 2. 3.
4	Feb. 6	"Literature"	1. 2. 3.	1. 2. 3.
5.	Mar. 5	"Music"	1. 2. 3.	1. 2. 3.
6.**	Apr. 2	"Micro-Computers"	1. 2. 3.	1. 2. 3.
7.	Apr. 16	"Games"	1. 2. 3.	1. 2. 3.
8.	May 7	"Arts and Crafts"	1. 2. 3.	1. 2. 3.

*If possible, please send the same staff members to both as the sessions are related.

**Will be held from 2:00-4:00 P.M. at the Kutztown University Early Learning Center.

PLEASE RETURN THIS SCHEDULE BY OCTOBER 1, 1983 TO:

Susan A. Miller
Early Learning Center
Kutztown University
Kutztown, PA 19530

Appendix Q: Games Booklet
Sent in Response to
Information Questionnaire

Games, YES! Equipment, NO!

Sharing Session

New England Association for the Education of Young Children
Boston, MA
April 23, 1983

Presenter-
Susan A. Miller
Kutztown University of Pennsylvania
Kutztown, PA. 19530

Name: Craig Wronski
Address: Cranston Head Start
Cranston, RI

Game: "Shake-up!"

Develops: Listening skills
Body awareness
Gross motor skills

Ages: All

Directions:

In a circle or line of children:

Sing: "Here comes (name) going to town. Here comes (same name) fooling around." "Now (same name) Shake-up!, Shake-up! That's enough!" (sit down)

The child whose name is called waits until s/he hears "Shake-up", stands and dances, jumps, spins, shakes, etc. until s/he hears "that's enough!" Then s/he sits down. Repeat the game song with the next child.

Name: K. Harris

Address: Cape Elizabeth, ME

Games: "Tickle games"

Develops: Positive feelings
Body awareness

Microfilmed From
Best Available Copy

Ages: Preschool, K, 1

Directions:

(1) Round and round the garden, (Trace the pattern on the child's palm)
Like a teddy bear.
One step, two steps --
Tickle you under there! (tickle under the arm)

(2) Can you keep a secret? (Trace a circle on the child's hand, keep a very straight face, but direct eye contact.)
I don't believe you can.
You mustn't laugh,
You mustn't smile,
But do the best you can!

(Good for cheering up a glum child!)

Game: "Loud Noise/Quiet Noise"

Develops: Auditory discrimination
Imagination
Reproduction of Sound

Ages: All

Directions:

Teacher names loud and quiet noises. EXAMPLES: Loud: chain saw, angry lion, motorcycle. Quiet: Baby chicks, gentle breeze

The teacher names a loud noise. The children make the noise either individually or as a group.

Then the teacher does the same with a quiet noise.

The children may make suggestions.

This is a good game for rainy days. It allows for discharge of energy with a control mechanism (shifting to quiet noise).

Variation:

Can also be done with movement (angry walk, happy walk, etc.)

Name: Kerry George
Address: RFD 2, Box 33
Bow, NH 03301 (603-224-8909)

Game: "Silent Simon"

Develops: Visual awareness
Body awareness
Coordination - fine and gross motor skills

Ages: All

Directions:

Children stand in line or circle. Teacher or child does an action (without saying a word!)

Example - shaking hands. Children copy. Action is silently changed.

Example - tapping a foot. Children watch and copy. A great quiet transition activity.

Name: Kerry George
Address: RFD 2, Box 33
Bow, NH 03301

Game: "1st, 2nd, 3rd (etc.)"

Develops: Spatial awareness
Ability to follow directions
"Ordinal numbers"

Ages: 1st grade and older

Directions:

Any number of children (from 3 -10 children) stand in a line. Teacher says "Will the first child go to the end of the line." "Will the third child go to the head of the line." "Will the fourth child go to the end of the line."

Their position is constantly changing so they have to be aware of whether they are 1st, 2nd, 5th, last, etc.

Name: Joan Pounds
Address: Hamilton School
470 Danbury Rd.
Wilton, CT

Game: "Glad Today" (Song)

Develops: Positive feelings
Singing ability
Togetherness

Ages: Preschol, K, 1

Directions:

Have the children sing: "We're glad today, we're glad today for our ___________. We're glad today. Thank you for our ________________.

The children are asked one at a time what they would like to sing about. The whole group sings each child's choice. (Sometimes the teacher will generalize. EX: If the child names a friend, we will sing "for our friends").

Name: Lynne M. LaBianca
Address: Community College of Rhode Island

Name: Debbie Minery
Address: Rainbow Rompers
83 Rolling Hill Lane
Southington, CT.
1-203-621-7946

Game: "Animal Walk"

Develops: Gross motor coordination
Discrimination of how animals move
Reproduction of sound
Creative dramatics

Age: Preschool

Directions: The teacher

The teacher names an animal and then acts it out with the children following. For example: An elephant - lean forward with arms togehter forming a trunk, walking in lumbering manner. Children can take turns being the leader.

Variations:

The very young can name an animal, but will need help in how to act it out. (Teacher can suggest: a frog hops - can you squat and hop like a frog?)

Older children could act out an animal and have others quess what it is.

Ask the children what sound the animal makes. Have them move like the animal and make the sound.

Name: Dawn Hayes
Address: Family Day Care, Inc.
276 Washington St.
Brookline, MA 02146 (617) 738-0703

Game: "Three Blue Pigeons" (Song)

Develops: Language
Numbers
Following directions

Ages: 2 - 6

Directions:

Have 3 children sit in a line. Each one is a "blue pigeon." The rest of group sings: "3 blue pigeons sitting on the wall. 3 blue pigeons sitting on the wall." THEN - "The first flew away, Awww." (1st child "flies away" to a designated "nest"). Sing "2 blue pigeons", etc. Continue with "the second, third flew away, Awww"...

To have pigeons come back, sing: "The first flew back, yeah!" "1 blue pigeon sitting on the wall, etc." Continue until all pigeons have returned.

Name: Cindy Opaluch
Address: P. O. Box 339
Kingston, RI 02881

Game: "Name Game"

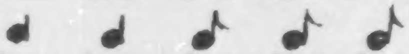
Develops: Reviews names of children in the group
Rhythmic skills

Ages: All levels

Directions:

While sitting in a circle allow each child in the group in turn to do some kind of movement. The others will repeat the movement while saying the name chant:

name name, name name name



long long short short short

If the child is shy about doing a movement, the group can copy the way he is sitting, his smile, etc.

Variations:

For older children, make the game cummulative. Can also be done standing for larger movements.

Name: Barb Collamore
Address: Freeport Child Care Services
Freeport, ME 04032

Game: "Who is it?"

Develops: Recognition of persons
Self-esteem
Visual and auditory discrimination
Identity

Ages: All

Directions:

Good for transitional periods. Describe child's clothing, hairstyle, colors, family members, parents' place of work, favorite activity, special skill/talent, or anything specifically connected to that child and his/her uniqueness as a human being with value.

Name: Denise George
Address: West Haven Head Start
227 Elm St.
West Haven, Conn. 06516 (202) 932-5221

Game: "What would you do if....?" (Word game)

Develops: Help children to think about people, places, objects, or events
Helps teacher to get information from children on how they are thinking and feeling.

Ages: All levels

Directions:

The teacher will ask: What would you do if you were (name) for the day? Also, this is good to include parents, friends, grandparents, Santa Claus, or any person(fiction or nonfiction) that is being talked about in class.

Variations:

What would you do if your electricity went out? (Use other utilities).

What would you do if you were a table, chair, tree, flower, rain, snow, etc.

Name: Cynthia Curtis
Address: Little Red Schoolhouse
Amherst College
Amherst, MA 01002

Game: "Sound Story"

Develops: Listening skills
Memory
Reproduction of a particular sound
Participation

Ages: Preschool, but older ones enjoy the sillyness of the story and can make variations.

Directions:

I have particular stories if anyone wants to write to me, but you can make up your own. A good example is barn yard animals. Choose children to be the different sounds before telling the story (several can be one sound). Practice the sounds ahead (cows - moo, ducks - honk, honk, etc.). Then as you tell the story, the child makes the sound when you get to the animal in the story. "Once upon a time, an old lady left the city to find the quiet of the country. But it was too quiet so, she bought a cow (moo--). It was such a lovely sound..."

Variations:

Can vary to use with stories to have scary or silly sounds.

Name: Fran Putnam
Address: The Evergreen PreSchool
43 New Haven Rd.
Vergennes, Vt. 05491

Game: "Touch Blue"

Develops: Listening skills
Color discrimination
Cooperation

Ages: Any age

Directions:

This is a circle game. The leader says "Touch Blue" Everyone gets up and touches something blue. It can be on another child, in the room, etc. Continue with "touch brown, touch wood, touch rough, touch hair, etc." End with "touch bottoms on the floor." You can pick a child to be the leader.

This game is lots of fun and allows children to move around, giggle, and feel successful!

Name: Denise M. Butler
Address: Children's Village
55 Wheeler St.
Cambridge, MA 02138 (617) 492-1990

Game: "I Hear"

Develops: Listening Skills/Auditory Discrimination

Age(s): Preschool and above

Directions:

Similar to "I Spy." I hear with my little ear, something that...."
Ex.: Starts with the same sound
Ends with the same sound
Rhymes with the same sound

Name: Raynor Renshaw
Address: Puss'n Boots Nursery School
178 Sayles Ave.
Pawt., RI 02860

Game: "Matching Tones"

Develops: Auditory discrimination
Reproduction of sound patterns
Small motor

Directions:

Teacher sings animal sounds on different tones such as: hee-haw -- cockadoodle doo. Children follow matching tones. Repeat for accuracy if necessary.

Variations:

Sing their own names on different tones. Also, clapping different rhythms with names.

Name: Carol Kelley Costa
Address: 60 College Ave.
Arlington, MA

Game: "Tick-Tick-Tick"

Develops: Auditory discrimination

Ages: All - level can be adjusted

Directions:

Choose one child to sit in the circle. Choose another child to go anywhere in the room and say in loud voice "Tick-Tick-Tick". The child in the circle with his/her eyes closed must point with a finger where the noise is coming from. If s/he guesses right s/he can change places with the other child and make the "Tick-Tick-Tick".

Game: "Machines"

Develops: Group cooperation
Individual ideas
Adding sound to movement

Ages: 4 and older

Directions:

Can be done in small groups. Have children act out a familiar household machine. Use body to be moving parts. Add the sound that the machine makes. The rest of class guesses what it is.

Variations:

Let them make up whatever they wish (Ex: candy ball machine).

Make machine child by child: 1st one makes motion and adds a sound.
2nd one hitches on with a different motion and sound
3rd one etc. etc. until a huge machine develops

Name: Ellie Matthews
Address: Green Meadows
Hooksett, N.H.

Game: Association Game

Develops: Creative thinking
Visual awareness
Gross and fine motor skills

Ages: 3 - up

Directions:

Divide the group in two. Pick a theme. (Example: Beach). Tell each group the theme. First group acts out related movements: throwing frisbees, collecting shells, tanning, swimming, building sand castles, etc. A few or the whole group acts each movement out, while the other group tries to guess what they are doing.

Name: Hilary Snell
Address: Windham/Willimantic
Child Care Center
Willimantic, CT. 06226

Game: "Changing Motions"

Develops: Gross motor skills
Visual awareness skills

Ages: All

Directions:

The class is in a circle (sitting or standing). One child is chosen to be "it". "It" leaves the room. A "leader" starts a motion which the other children follow. "It" returns to the circle. The "leader" changes motions (clapping, snapping, etc.) as often as s/he pleases. "It" has 3 guesses to find who is the "leader".

After 3 guesses the "leader" becomes the new "it". This game is played until all have had a chance to be "it" and the "leader".

Game: "One Finger" (song)

Develops: Fine and gross motor skills
Sequential memory
Body awareness

Ages: All- the level of difficulty can be adjusted with the variations.

Directions:

(1) One finger, one thumb keep moving
(2) (Repeat)
(3) (Repeat)
(4) And we'll all be happy and gay.

One finger, one thumb, one hand keep moving
Repeat
Repeat
and we'll all be happy and gay

--two hands
----one arm
-----two arms
-------one leg
----------two legs
-----------stand up, sit down

(*you can make up your own tune!)

Name: Liz Zaleski
Address: Robertson School
Cross St.
Coventry, Ct. 06238 (203) 742-7341

Game: "A" my name is_______

Develops: Sequential memory
Alphabetical order

Age: Grade 2

Directions:

The teacher begins: A my name is Alice. My husband's name is Alan. We live in Albany, and we sell Apples. B etc. Go around the circle with each child using the next letter of the alphabet and same format.

Variations:

Can be used on the playground with ball bouncing, putting leg over ball at the given word.

Clap or snap fingers for the given word.

Name: Carmen Anglero
Address: 22 Avalon Rd.
West Hrfd. CT 06119

Game: "Gossip"

Develops: Auditory discrimination
Reproduction of sound
Memory

Ages: All levels. Difficulty can be adjusted.

Directions:

For young children: Make a circle. Pick a leader. The leader will whisper a word to the child next to him. This child will whisper what he heard to the child next to him. Whisper only one time. This goes on all around the circle till it comes back to the leader. Repeat it out loud. Allow other children to be leaders.

Variations:

For older children: Follow the same pattern, but instead of a word make it a sentence.

Add a word to what you heard.

Name: Lynne Rowland
Address: Step by Step Preschool
505 W. Hamilton Ave.
Linwood, NJ 08221

Game: (singing game) "10 Green Bottles Hanging on the Wall"

Develops: Numerical order (reverse)
Subtraction skills
Auditory memory
Sequencing

Ages: Kindergarten and older

Directions:

10 children are chosen to stand against a wall. The group sits in front to help sing.

Song: 10 green bottles hanging on the wall.
10 green bottles hanging on the wall.
If 1 green bottle should accidentally fall,
There'd be 9 green bottles hanging on the wall (etc.)

Variations:

The children hold up 10 fingers and decrease them along with the "10 bottles".

10 fat sausages sizzling in the pan.
10 fat sausages sizzling in the pan.
and if one went "pop" and the other went "SSS",
There'd be 8 fat sausages sizzling in the pan.

Game: "All Made of Hinges"

Develops: Language
Body movements

Ages: All

Directions:

The children follow word-movements. "I'm all made of hinges from my head to my ends." The children bend different body parts. (Example: "from my fingers to my elbows"). They lay on the floor and bend the specified body parts.

Name: Melissa Kennedy
Address: Beth Sholom Nursery School
Pamela Road
Fram. Mass. 01701

Name: Robb Grogan
Address: Foxboro, MA

Game: "Who Is Missing?"

Develops: Memory
Attention and sequencing skills (remembering the order of the children)
Getting to know each other

Age: 3 and up

Directions:

The teacher chooses one guesser who goes out of the room for a moment. Another child is chosen to hide out of sight in the room. The original child is called back in and is asked "Who is missing?" If s/he can't guess, small clues can be given by the children in the circle. EX. - It's a boy. He has brown hair, etc." The child who is hiding is the next guesser and a new hider is chosen.

Variations:

Have more than one child hide or use objects and play what's missing.

Name: Martha Johnson
Address: 17 Arlington St.
Evevett, MA 02149

Game: "What can you do with---?"

Develops: Memory

Ages: All

Directions:

The teacher asks each child what can be done with a particular object. EX.: What can be done with a newspaper? Child replies - tear it, cut it, paint it, roll it, etc.

Name: Barbara Bobb
Address: Trinity Learning Center
333 Lincoln Street
Saco, Maine 04072

Game: "Here Is a Box" (finger play)

Develops: Fine motor skills
Imagination
Auditory discrimination
Reproduction of sound

Ages: All levels

Directions:

Here is a box. (hold up hand)
Put on the lid. (with other hand)
I wonder whatever inside is hid?
Why it's a ________(name something that makes a sound)
Without any doubt!
Open the lid and let him come out.
(Children make the sound of whatever is named)

Variations:

Let each child name an animal and have the others make the sound.

Name: Pat Mucci
Address: 543 Heminway St.
Marlboro, Mass. 01752

Game: "Pass Something"

Develops: Creativity
Language
Empathy

Ages: All

Directions:

Children are seated in a circle. Teacher pretends to be holding something in her hands. She peeks in to see what it is. I have a ladybug in my hand, but it's a magic one and when I pass it to (child's name) it will change into what ever he wants it to be. Then he can pass something on to the next child.

Variations:

Older children: Use all animals. Children must hold them carefully and properly.

Name: Michelle Trudeau
Address: Toddler Program
Pine Acres Country Day School
60 Prospect St.
Franklin, MA

Game: Finger Play: "Mr. Brown and Mr. Green"

Develops: Sequential memory
Memory, through a variety of modalities: visual, auditory and kinesthetic
Coordination and control of small hand and finger muscles

Ages: 3 and over

Directions:

(Hold hands close, thumbs tucked inside)	One day Mr. Brown came out of his house. He went up the mountain and down the mountain. He knocked on Mr. Green's door. But no one was home. So he went back up the mountain and down the other side. He opened his door, went in and closed his door.
	(Repeat with Mr. Green)
(Finger movements may be improvised appropriate to story actions.)	The next day they both came out of their houses went up the mountain and met. They... (add what you like). Then said, "good-bye". They went down the mountain, into their houses and went to bed.

Name: Robin Walker
Address: Child Care Center Inc.
14 So. Williams
Burlington, VT 05401

Game: "Peanut Butter" (Song)

Develops: Reproduction of sound patterns
Group awareness
Body awareness
Auditory discrimination

Ages: All

Directions:

"Peanut Butter" (sung to "Alouetta")

Peanut butter, we like peanut butter. Peanut Butter, that's the stuff for us; (Child's name), do you like peanut butter on your __(body part)? EX.: Peter, do you like peanut butter on your knees?) (Child responds and touches body part) No, I do not like peanut butter on my knees!

Name: Jean Potter
Address: Arlington Heights Nursery School
Arlington, MA 02174 617-643-5571

Game: "Little White Daisies"

Develops: Auditory discrimination
Self awareness
Gross motor skills

Ages: All

Directions: Children make circle on floor and sing:

(Sally is chosen to sit in middle)

Sally is her first name, her first name, her first name,
Sally is her first name, among the little white daisies.
(Sally thinks of movement to do such as jumping up and down)
This is what she likes to do, likes to do, likes to do
This is what she likes do do, among the little white daisies.

Game: "The Lion Hunt"

Develops: Sequence
Memory
Listening skills
coordination

Ages: All

Directions:

"We're going on a lion hunt. Get your boots on. Get your hat on. Are you ready? Let's go!" (Slap knees to sound of footsteps). Have the children repeat your words and motions. "Oh no! I see a river - a wide river can't go over it, can't go under it, can't go around it - so we've got to go right through it.! (swimming motion). Phew! we made it!" Walk again (slap knees) "I see a tall tree" - (climb up), I see a muddy swamp" - (slap hands), "I see tall grass" - (rub hands),"I see a skinny bridge" - (hit chest).

At end - — "I see 2 eyes, 2 big scarey eyes — I think it's a lion!" (run back through all of jungle with appropriate hand motions).
Come to end - "Phew! We made it! Oh look, it was only a pussy cat. We were scared of nothing!"

Kutztown State College
Kutztown Pennsylvania 19530

June 29, 1983

Dear

Thank you for agreeing to present a session to the Berks County Intermediate Unit Community Child Care program staff in order to increase their in-service educational training. As you know, due to funding cutbacks, these child care providers have not received formal in-service training in over two years. Your willingness to provide a workshop session for these educators is greatly appreciated.

To assist you with your planning, I am enclosing a list of priority in-service topics suggested by the Berks County Intermediate Unit Community Child Care administrators and staff.

It is most convenient for the staff to meet at the Berks County Intermediate Unit Center which is housed at 2900 St. Lawrence Ave., Antietam Valley Shopping Center, Reading, PA on Monday from 1:30-3:30. If it is workable within your schedule, would you be agreeable to presenting your workshop session ______________________ on ______________? If this arrangement is not possible for you, please indicate this on the information form and a new schedule will be cooperatively discussed.

A maximum number of participants at each session, including 15 Head Start teachers, will be approximately 30. These child care providers may work with toddlers, preschoolers, and/or after school-aged (K-3) children.

I will make the room arrangements for you through the I.U. office. If you need to have special materials reproduced will you allow me one month advance preparation time and I will be happy to handle this for you. Please list any additional materials/equipment on the information form.

If I can assist you in any way, please contact me during July and August at:

R. 2, Lake Dunmore
Brandon, Vermont 05733
(802-247-6753)

During the school year my telephone number is: 683-4281.

The staff and administrators are most excited about receiving in-service training again after such a long time without it. The beginning educational training session for many of the Berks County Intermediate Unit Community Child Care staff will take place during the Red Balloon Conference of which you also have agreed to be an important part. The ultimate goal of this in-service training program is the development of an educational network. It will be impossible for each teacher to attend every workshop session. It is therefore expected that the staff, who will rotate their attendance according to their interests and needs, will return to their centers where they will share ideas and resources from the sessions. Thank you for your professional role in this project.

Sincerely,

Susan A. Miller

Susan A. Miller
Associate Prof. of Elem. Ed.

SAM:gk
Enclosures

CONSULTANT'S INFORMATION FORM

*Please use the self addressed stamped envelope to return this form by July 10, 1983.

NAME: ____________________

TITLE: ____________________

BUSINESS ADDRESS: ____________________

____

TELEPHONE: ____________________

HOME ADDRESS: ____________________

____

HOME TELEPHONE: ____________________

WORKSHOP DATE: ______ Acceptable ______ Not Acceptable

Suggestions: ____________________

____

WORKSHOP TITLE: ____________________

____

WORKSHOP DESCRIPTION: (A sentence or two to send to workshop participants in a publicity flyer.) ____________________

____

Materials or Equipment Needed: (Tables, slide projector, etc.) ____________________

____

Materials to be reproduced: ______ Yes ______ No ____________________

____

COMMENTS: ____________________

____

____

SUGGESTED IN-SERVICE TOPICS (ADMINISTRATION)

1. Room Arrangements }
2. Learning Styles } Related to Center Noise
3. Multiage Levels in the Classroom
4. Staff Relationships
5. Staff Supervision
6. Child Development Levels
7. Positive Language Development
8. Creative Discipline
9. Curriculum Development for Individual Needs
10. Prereading Materials
11. How to Develop a Varied Curriculum
12. "A Bigger Bag of Tricks"
13. How to Organize a Curriculum
14. How to Provide More Gross Motor Activities in a Small City Space
15. Noncompetitive Games

SUGGESTED IN-SERVICE TOPICS (STAFF)

1. Rude Parents
2. Location Staff Relations
3. Summer Activities
4. Nap Time Difficulties
5. Community Resources
6. Ethnic Experiences for the Young Child and Teachers
7. Problem Children
8. Child Safety in Center
9. Parent Expectations
10. Feelings about Single Parent Families
11. Substitutes and Professional Behavior
12. Parent Involvement
13. Holiday Art Work
14. Musical Interest Center
15. Physical Education, Gymnastics
16. Teaching Reading
17. Activities for Advanced Children
18. Computer Activities
19. Large Group Projects and Activities
20. Team Communications
21. Problems of a Multi-age Center
22. Developing an Appreciation for Their Community
23. Workshops

Appendix S: Conference In-service

Teacher Exhibits Memo

Kutztown State College
Kutztown Pennsylvania 19530

SUBJECT: Conference In-Service Teacher Exhibits

TO: Karen Rightmire, Lynn Schaeffer, and Ramona Turpin

FROM: Susan A. Miller SAM
Red Balloon Conference Coordinator

Date: July 22, 1983

I am enclosing a copy of the letter sent to all BCIU Child Care Center head teachers. I would appreciate it if you would also try to generate some enthusiasm for staff participation in the conference exhibits. Please explain to them again that the conference activities will be the beginning of their in-service education for the year. Thank you for your assistance.

Please contact me if you need additional information at:

R. 2, Lake Dunmore
Cottage #41
Brandon, VT 05733
(802)247-6753

Kutztown State College
Kutztown Pennsylvania 19530

July 25, 1983

Dear

I am sending this publicity flyer for the Red Balloon VIII Early Childhood Conference to be held at Kutztown University on October 15 for you to share with your center staff. I am also enclosing some in-service teacher exhibit forms for you to use with your center staff if you or your center should decide (and the conference committee sincerely hopes you will!) to present a display. Karen Rightmire, Lynn Schaeffer, Ramona Turpin, or members of your Education Committee should be talking with you about the possibility of exhibit ideas.

I understand that because of federal cutbacks to your Title XX program, your staff has not received in-service education in over two years. In exchange for presenting a display at the Red Balloon Conference I would like to offer you a $14.00 free registration so that you may come and enjoy the speakers, workshops and other exhibits in order to gain new ideas for your program. The BCIU has agreed to pay the $6.00 luncheon fee for you if you participate in the in-service teacher exhibit at the conference.

Please do consider attending the conference--it will be fun, you will meet many early childhood educators just like yourself, and you will gain and share lots of information and resources related to your work. Send the exhibit forms to me in the enclosed self-addressed, stamped envelope. If you have questions, contact the Red Balloon Conference secretary, Mrs. Gladys Kline, at 683-4258. She will be glad to help you.

Sincerely,

Susan A. Miller

Susan A. Miller
Conference Coordinator

SAM:gk

RED BALLOON CONFERENCE
KUTZTOWN UNIVERISTY OF PENNSYLVANIA
KUTZTOWN, PA 19530
May 2, 1983

In-Service Teacher's Exhibit Information

Name: ____________________

Title: ____________________

Center Address: ____________________

____

Center Telephone Number: ____________________

Program: (Head Start, Family Day Care, etc.) ____________________

Home Address: ____________________

Home Telephone Number: ____________________

Topic of Exhibit: (Ex.-"Alphabet Puppets") ____________________

____

One Sentence Description of Exhibit: (Include age levels if appropriate) ____________________

____

____

Equipment Needed: (Ex.-Table, extension cord, etc.) ____________________

____

Workshop Facilitator

_______ Yes, I would like to introduce a workshop consultant.

Name: ____________________

Title: ____________________

Center Address: ____________________

Center Telephone Number: ____________________

Program: (Head Start, Family Day Care, etc.) ____________________

Home Address: ____________________

Home Telephone Number: ____________________

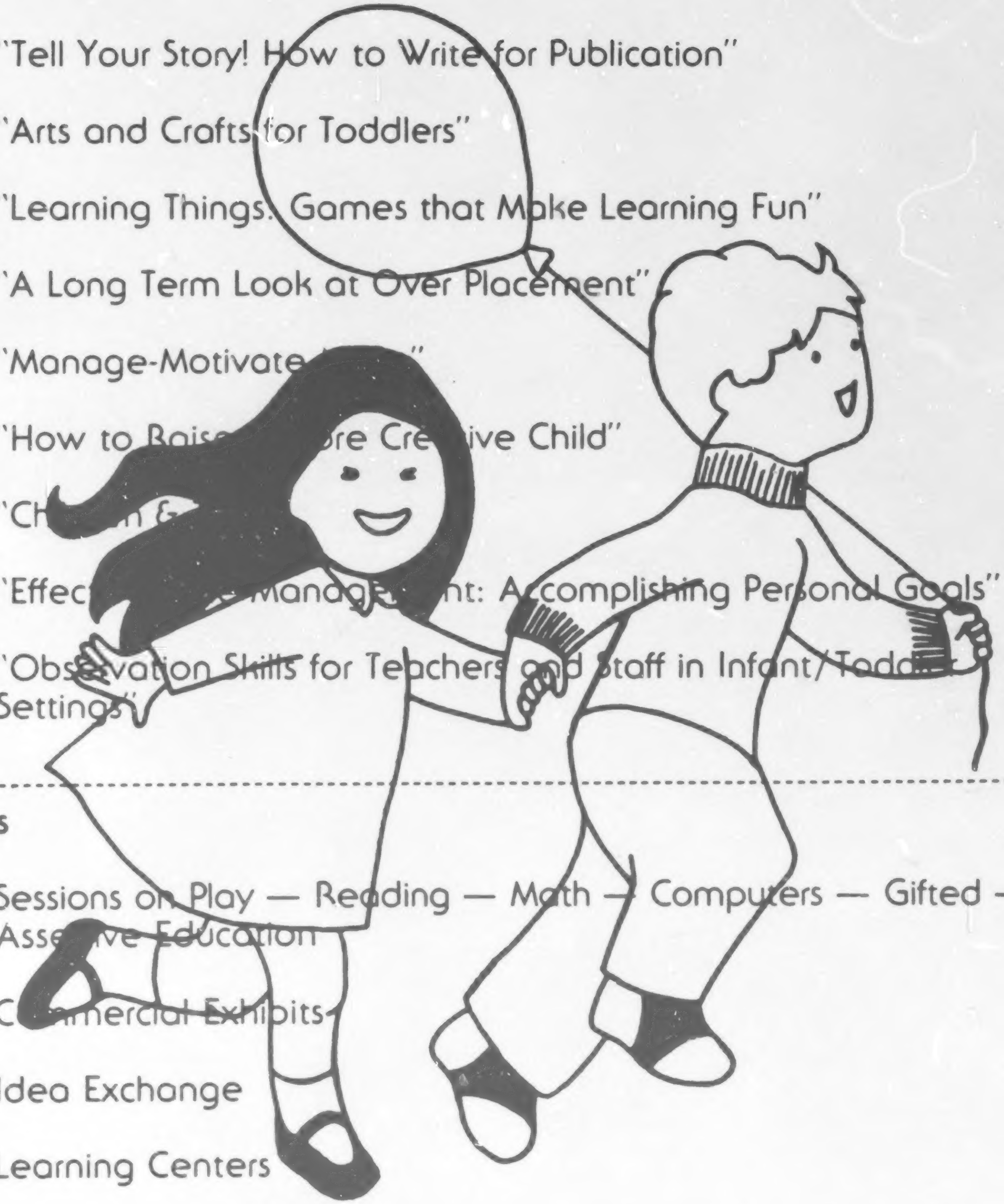
Topics I am interested in: (Ex.-Art, Music, Discipline, etc.) ____________________

____

____

— Reaching Out to Children —

Workshop Topics:



- "Tell Your Story! How to Write for Publication"
- "Arts and Crafts for Toddlers"
- "Learning Things: Games that Make Learning Fun"
- "A Long Term Look at Over Placement"
- "Manage-Motivate [illegible]"
- "How to Raise a More Creative Child"
- "Ch[illegible]n & [illegible]
- "Effective Time Management: Accomplishing Personal Goals"
- "Observation Skills for Teachers and Staff in Infant/Toddler Settings"

Plus

- Sessions on Play — Reading — Math — Computers — Gifted — Assertive Education
- Commercial Exhibits
- Idea Exchange
- Learning Centers
- Author Autograph Sessions

Main Speakers

Keynote
Dr. Anthony Campolo
Chairperson, Sociology
Department-Eastern
College

Topic: "Disappearing
Childhood In
Today's World"

Luncheon"
Dr. Louise Bates Ames
Co-Director Gesell Child
Development Institute

Topic: "Preventing
School Failure"

Watch for Registration
Information in September

Beekey 252
Kutztown University
Kutztown, PA 19530

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The
RED Balloon
VIII

A Conference for
Pre-School and
Elementary Education
at
Kutztown University

Saturday
October 15th, 1983

Sponsored by
The Department of Education
and the
Student A.E.Y.C.

Kutztown State College
Kutztown Pennsylvania 19530

SUBJECT: Red Balloon Exhibits

TO: In-Service Teacher Exhibitors

FROM: Ann Mary Cimino and Clinton Burket

Thank you ever so much for agreeing to share your exhibit at the conference.

Set up time for your exhibit will be between 7:00 and 8:00 A.M. at Beekey Building 223-224 on October 15, 1983. The Exhibit Area will be open to the conferees to browse at 8:00 A.M.

We hope you will attend the conference sessions. The fee of $14.00 is waived as our way of saying thank you. The luncheon fee will be $6.00. If you have not done so, please return your registration form and a check for $6.00 if you plan to have lunch with us.

Thank you, again. We look forward to seeing you on October 15.

September 15, 1983
AMC:gk

Kutztown State College
Kutztown, Pennsylvania 19530

SUBJECT: Conference Fees

TO: Berks County I.U. and Head Start Staff Exhibitors for the Red Balloon Conference

FROM: Susan A. Miller SAM
Coordinator

DATE: September 16, 1983

Thank you again for volunteering to share your materials at the conference! Please write on your registration form - EXHIBITOR. Note that your $6.00 luncheon fee will be paid by the BCIU.

Pick up your registration folder on October 15 at the table for exhibitors, consultants, etc. Please sign-in on the special sheet for BCIU staff members.

SAM:gk

RED BALLOON VIII **Conference Registration — 1983**

Name ______________________________________

Home Address __________________________________

City/State/Zip __________________________________

Home Phone ____________________

Position ______________________________________

Address ______________________________________

City/State/Zip __________________________________

Business Phone ____________________

Fee — Total Conference — $20.00

Amount Enclosed $_______________

Make checks payable to: Kutztown University

CHOICE OF WORKSHOPS

List the workshop number given in the program.
*Please indicate alternate choices.

First	Second	Third	Fourth	Fifth	Sixth

Every attempt will be made, if at all possible, to honor your choices if received by October 1. Workshop choices will be assigned by the date your registration is received. No confirmation of registration.
Registration deadline — October 7.

Mail to: Red Balloon VIII Conference
Beekey Building, Room 252
Kutztown University
Kutztown, PA 19530
(215) 683-4258

RED BALLOON VIII **Conference Registration — 1983**

Name ______________________________________

Home Address __________________________________

City/State/Zip __________________________________

Home Phone ____________________

Position ______________________________________

Address ______________________________________

City/State/Zip __________________________________

Business Phone ____________________

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Kutztown University
Kutztown, PA 19530
(215) 683-4258

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City/State/Zip __________________________________

Home Phone ____________________

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City/State/Zip __________________________________

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Beekey Building, Room 252
Kutztown University
Kutztown, PA 19530
(215) 683-4258

Appendix V: Reminder Notices for Information and Planning Questionnaires

September 27, 1983

To all BCIU Child Care Staff -

If you have not already done so - please return your in-service workshop questionnaires TODAY to -

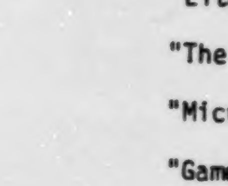
Susan Miller
Early Learning Center
Kutztown University
Kutztown, PA 19530

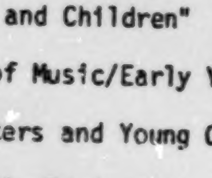
If you can not find your questionnaire materials, please contact me at 683-4231 between 9-2 or at 683-7459 after 3:00. I'll be happy to send you another copy.

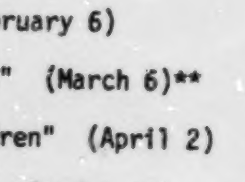
The Workshops will be -

"Learning Styles" (November 7)
"Preventing Problems If Possible" (December 5)
"Effective Discipline" (January 23)
"Literature and Children" (February 6)
"The Sound of Music/Early Years" (March 6)**
"Microcomputers and Young Children" (April 2)
"Games - YES! Equipment - NO!" (April 16)
"Summer Arts and Crafts" (May 7)

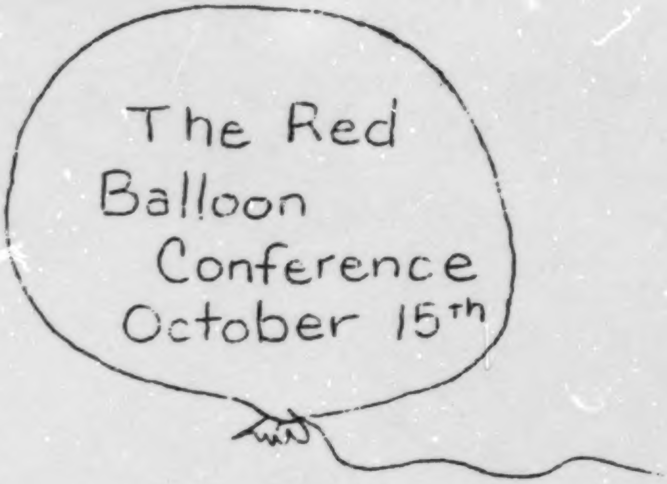
** New date - a Tuesday!







Don't forget -



When you return your questionnaires, I will send you 30 more game ideas like the following for you to use with your children at your center:

Game: "Silent Simon"

Develops: Visual awareness
Body awareness
Coordination - fine and gross motor skills

Ages: All

Directions: The children stand in a line or a circle. (This may also be played with an individual child). The teacher or the child who is the "leader" does an action (without saying a word!) Example - Shakes both hands. Children copy. Action is silently changed to foot tapping. This is a great quiet transition activity.

Thanks in advance! Hope to see you at the Red Balloon and many of the in-service workshops!!

Susan A. Miller
Susan A. Miller

IN-SERVICE WORKSHOP #1

for

Community Child Care Workers

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Date: November 7, 1983

Time: 1:30-3:30 p.m.

Location: BCIU Administration Building
Itinerant Room

Topic: Learning Styles

Consultant: Dr. Janice Kulp
Kutztown University

Questions: Contact Susan Miller
683-4281 or 683-7459

B.C.I.U. Child Care Workshop #2

Topic: "Preventing Problems If Possible"

(A discussion and-practice of specific techniques useful in preventing problems. This will be helpful in adult-child relationships, as well as in teacher-parent and co-worker relations.)

Consultants:
- Mimi Aberg Gavigan
  Family Therapist (Ginsberg Associates)
- Beverlyn Brightbill
  Family Life Educators/Counselor

Date: (Monday) December 5, 1983

Location: BCIU Administration Building-A
Itinerant Teacher's Room

Time: 1:30-3:30

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B.C.I.U. Child Care Workshop # 3

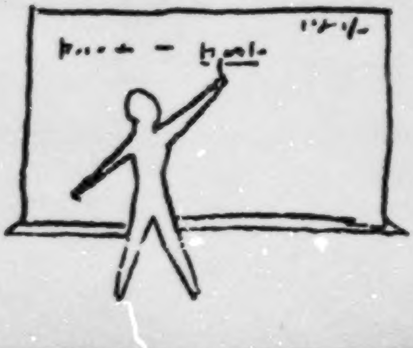
Topic: "Effective Discipline"
(specific techniques beneficial to increasing the effectiveness of discipline will be explained and practiced. The focus will be on communicati and behavior management skills that are useful in helping children to develop self-control).

Consultants:
- Mimi Aberg Gavigan
  Family Therapist (Ginsberg Associates)
- Beverlyn Brightbill
  Family Life Educator/Counselor

Date: (Monday) January 23, 1984

Location: B.C.I.U. Administration Building-A
Itinerant Teacher's Room

Time: 1:30 - 3:30 p.m.



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BCIU CHILD CARE PROGRAM WORKSHOP

#4

Topic: "Literature Experiences with Young Children"

Consultant: Mrs. Doris Burkhart
Teacher
Bern Primary School

Date: February 6, 1984

Time: 1:30 - 3:30

Location: B.C.I.U. Administration Building — Itinerant Teacher's Room

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Best Available Copy

any questions contact
Susan Miller 683-4281
or
683-7459

B C I U

CHILD CARE PROGRAM
WORKSHOP #5

Consultant: Ina Grapenthin
Assistant Professor of Music
Kutztown University

Topic: The Sounds of Music / The Early Years

Date: March 6, 1984
* This session will be held on a Tuesday.

Time: 1:30 - 3:30

Microfilmed From
Best Available Copy

Location: Itinerant Teacher's Room
B.C.I.U. Administration Building A

Any Questions Contact Susan Mille
683-4281 or 683-7459

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*******  *   *****  * ******* *   ***   *   CHILD CARE PROGRAM WORKSHOP #6
```

CONSULTANT: SANDRA FISHER
ASSISTANT PROFESSOR OF ELEMENTARY EDUCATION

TOPIC: 'MICROCOMPUTERS-INTRODUCTION AND APPLICATION WITH YOUNG CHILDREN'

DATE: APRIL 2,1984

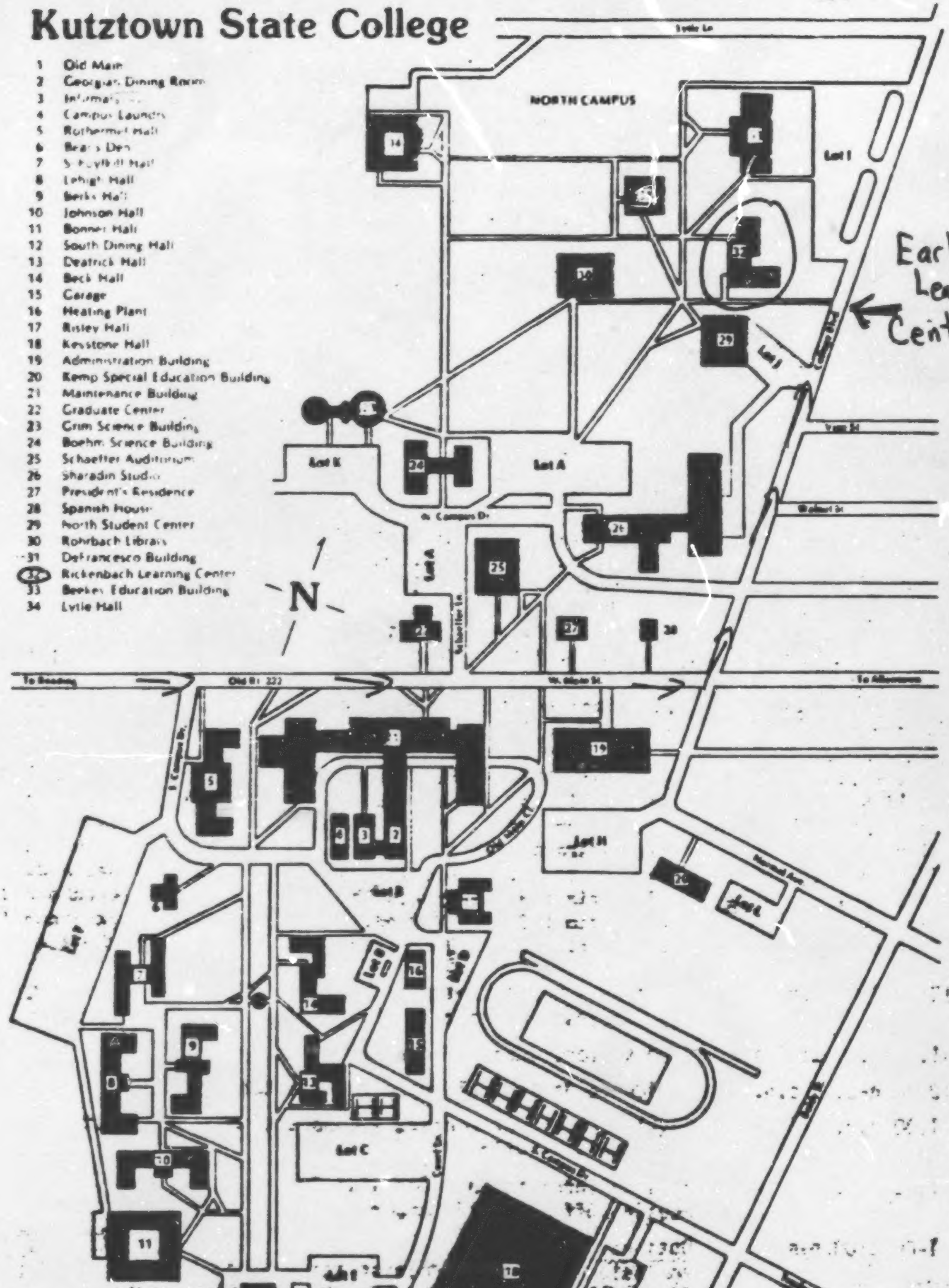
TIME: 2-4 P.M.

LOCATION: EARLY LEARNING CENTER
RICKENBACH RESEARCH AND LEARNING CENTER
KUTZTOWN UNIVERSITY

ANY QUESTIONS CONTACT SUSAN A. MILLER 683-4281 OR 683-7459

Kutztown State College

1	Old Main
2	Georgian Dining Room
3	Infirmary
4	Campus Laundry
5	Rothermel Hall
6	Bear's Den
7	Schuylkill Hall
8	Lehigh Hall
9	Berks Hall
10	Johnson Hall
11	Bonner Hall
12	South Dining Hall
13	Deatrick Hall
14	Beck Hall
15	Garage
16	Heating Plant
17	Risley Hall
18	Keystone Hall
19	Administration Building
20	Kemp Special Education Building
21	Maintenance Building
22	Graduate Center
23	Grim Science Building
24	Boehm Science Building
25	Schaeffer Auditorium
26	Sharadin Studio
27	President's Residence
28	Spanish House
29	North Student Center
30	Rohrbach Library
31	DeFrancesco Building
㉜	Rickenbach Learning Center
33	Beekey Education Building
34	Lytle Hall


Lytle Ln
NORTH CAMPUS
Lot I
Lot J
Vine St
Lot K
Lot A
N. Campus Dr
Walnut St
Schaeffer Ln
N
To Reading
Old Rt 222
W. Main St.
To Allentown
S. Campus Dr
Lot H
Lot B
Lot C
SOUTH CAMPUS

Early Learning Center

campus map by Betti Sosnowski '84

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BCIU CHILD CARE PROGRAM WORKSHOP #7

consultant: Susan A. Miller
Associate Professor of Elementary Education
Kutztown University

topic: "Games -- Yes! Equipment – No!"

date: April 16, 1984

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time: 1:30 - 3:30

location: Itinerant Teacher's Room
B.C.I.U. Administration Building A

Any questions contact Susan Miller
683-4281 or 683-7459

BCIU CHILD CARE PROGRAM WORKSHOP #8

consultant: Helen Krizan
former art teacher
K.U. Early Learning Center parent

topic: "Summer Arts and Crafts"

date: May 7, 1984

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time: 1:30 - 3:30

location: Itinerant Teacher's Room -
B.C.I.U Administration Building A

Any questions contact Susan Miller
683-4281 or 683-7459

Kutztown University

Kutztown, PA 19530

SUBJECT: Workshop Evaluation

TO: , Workshop Consultant

FROM: Susan A. Miller, Workshop Coordinator SAM

DATE:

I am enclosing the evaluations from your workshop session with the BCIU Title XX Child Care providers. I am also including a copy of the evaluation questions used by the staff to assist you in interpreting their responses.

Thank you again for your presentation!

	Yes	NO	Total
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			

Comments:

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Total # of staff attending session ____________.

Total # of staff respondents ______________.

_____% of the staff respondents indicated for at least 3/5 items (#9-13) that they received ideas from the consultant that they could utilize in their centers.

_____% of the staff respondents indicated for at least 3/5 items (#14-18) that they were involved in networking.

BERKS COUNTY INTERMEDIATE UNIT COMMUNITY CHILD CARE PROGRAM

"Games -YES! Equipment -NO!"

Sharing Session

April 16, 1984

Susan A. Miller, Presenter
Kutztown University
Kutztown, PA 19530

Name: Eileen Teater
Center: Hope Center

Game: "Who's under the Blanket?"

The Game Develops: memory
observation
auditory discrimination

Age(s): 4 and up.

Directions: One child is to go to another part of the room and turn away from the group. Teacher selects a child and puts him in center of circle under a blanket. Then child that is it returns to group and asks questions to find out identity of child under blanket.

Name: Louise Keim
Center: St. Joseph's ECEC

Game: "Where is (child's name)?"

Develops: listening skills
auditory discrimination
self-concept (awareness of name)

Ages: All- I especially use this with our infants (ages 3 mos. to 1 yr.)

Directions: Teacher sings (to tune of "Thumbkin") "Where is Andy? Where is Andy? Here he is. Here he is. (point to child) How are you today Andy? Very well I thank you. Have a good day"!

Variations: Can be done with a blanket over child's head. Child removes blanket when he wants to!

Works well when there are 3 children crying and only 2 staff people!

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Name: Kay Murray
Center: Pauline Jackson Toddler

Game: Cooperative Musical Chairs

Develops: Auditory skills
Sharing

Directions: Proceed with musical chairs the usual way. When a child does not find a chair she/he must sit on someone's lap. The game continues until all children are sharing one chair by sitting (or leaning) on each other's lap.

Name: Frances Carter
Center: Eleanor Springer

Game: Game of colors

Develops: Color identification
Visual awareness

Directions: Cut different colors of paper into small circles. Have the children form a circle. Take a colored circle and pin it on a child. Turn the child around. Let another child guess what color is on the child's back. The child with the circle turns around and around.

Name: Shirley Guldin
Center: Brandywine

Game: "I Found a Peanut"

Develops: Visual awareness
Auditory discrimination

Directions: The leader hides something (a Peanut). The children should be instructed to use their eyes only and not touch the hidden object. While "it" looks for the hidden object, the leader begins singing "I found a peanut." When "it" comes near the peanut the group sings louder. When "it" sees the peanut she/he responds with the song. Let the children take turns putting things around the room.

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Name: Charlene Wilcox
Center: Lois Brace

Game: Follow the Leader (variation)

Develops: visual awareness
motor skills

Directions: Children sit in circle. Teacher makes a motion (make a fist or whatever). First child does this and adds another motion (stamps foot). Second child does first two motions and adds another. Continue around the circle.

Name: Kathleen Harp
Center: Jackson CenterI

Game: Can you find it?

Develops: Visual perception

ages: All

Directions: Sit children in a circle. Show them a shape cut from paper. Explain that this is the shape they will be looking for. Then take one child away from the circle. Take the shape to one of the children seated in the circle. Then bring the child back to the circle and see if he can find the hidden shape.

Name: Kathleen Jacobs
Center: Wilson Head Start

Game: "Jack-in-the-Box"

Develop: Listening skills

Directions: The leader says "Jack in the box." (The children stoop down). The leader says "Jack out of the box." (The children stand up). The leader repeats, sometimes saying in or out twice in a row.

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Game: "Loud and Soft"

Develops: Auditory discrimination
Awareness of relationships

Directions: Children sit in circle. Hide small item somewhere in the circle(could be placed on one of the children). One child hides eyes. Class says"ready" when item is hidden. "It" enters circle. Children clap hands. As "it"-comes closer to the hidden item, claps get louder. As "it" moves away from item, claps become softer. When "it" finds item, claps stop and someone else takes a turn.

Name: Sue Guldin
Center: Brandywine Grade 1

Game: "Let's Draw"

Develops: visual awareness, fine motor skills

Directions: On a chalkboard or tablet, allow a child to begin drawing part of a picture. (Maybe a line or two). Let the children in the group guess what the drawing is. Continue to add parts of the drawing while the group guesses. Keep going until the picture is complete or the group guesses what the picture is.

Name: Cheryl Columbo
Center: St. Mark's Toddler Center

Game: Identification of objects in the room.

Develops: Listening
Identification skills

Directions: The teacher asks such questions as:
Where is Laurie's desk?
Where is the door?
Where are the cots stacked?
Give each child the opportunity to leave his/her spot in the circle to point out the object in the room.

Variation: Can be used with body parts.

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Name: Ann Smilak
Center: First Prebyterian I Toddler Center

Game: "Going on a Bear Hunt"

Develops: Motor skills
Memory
Visual and Auditory skills

Directions: The teacher and the children should sit in a circle. The children will join in with the teacher as she tells the story (clapping hands and knees, climbing a tree, going over the hill, going through the water). The children use lots of hand motions.

"Idea Exchange"

Red Balloon VIII Conference
Kutztown University
Kutztown, PA 19530

October 15, 1983

1. Grace M. Andre
43 Hearthstone Drive
Reading, PA 19606

preschool teacher - Wyomissing Institute of Fine Arts
3 yr. olds

"Get Acquainted Book"

1. One page for each child in class. Fill in blanks by asking children (done as a group, one page a day)
2. Put book together.
3. Each child has opportunity to take book home. - Then keep book in room. - At end of the year, each child takes his/her page home.

NAME	PICTURE OF CHILD
HAIR	
EYES	
FAVORITE COLOR	
FAVORITE FOOD	
I AM HAPPY WHEN...	
IN SCHOOL I LIKE TO...	

2. Betsie Laskoski
Mechanicsburg Learning Center
Keller & High Streets
Mechanicsburg, PA 17055

Topic: Fall Colors
Age: 3-year olds
Materials: corn cobs (dried), paints, brushes, corn cob holders

Apply different colors of tempera paint to corn cobs. Then roll them and paint. Use corn cob holders on the ends of corn cobs which makes it not so messy. Happy corn cob painting!

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3. Donna Haines
1133 W. North Street
Bethlehem, PA 18018

"Button on a Pumpkin Face"
ages 3-5

Cut a large pumpkin shape from heavy orange felt. Sew on large buttons where the eyes, nose, and mouth should be. Cut eyes, nose, and mouth shapes from black felt and slit each in the center to form a button hole. Make a variety of facial features in different shapes. Children button the shapes onto the pumpkin and create their own jack-o-lantern. This activity is creative and also helps develop the child's buttoning skills.

4. Sandy Seibold
15 Hawthorne Rd.
Wyo. Hills, PA 19606

To encourage a positive image and develop self-esteem, each week a child is chosen for "Child of the Week" or "Personality of the Week." Classmates ask this child all sorts of questions - favorite food, toy, sport, likes and dislikes, 3 wishes, career, best friends, etc. I write an experience story (to include child's responses) and it hangs in our classroom for the entire week for classmates to read. Child brings in a photo and it is attached to the story. At the end of the week the child takes the story home to share with family and friends.

5. Leslie Kulha
407 West Broad St.
Tamaqua, PA 18253

Title: Feely Box Game
Ages: preschool
Materials: box, bow, pine cone, cotton (other appropriate materials
Objectives:
1 - The children will be able to use their sense of touch to guess what the objects are.
2 - The children will learn to follow directions and to take turns.

Description: One side of the box is open. Another side of the box has a hole small enough for a hand. Place the box on a chair. Put the objects in the box. The children will touch and look at each object first. One child will sit behind the chair on the floor facing the open side of the box. The child behind the

continued

"Feely Box" - continued

chair puts his/her hand in the box and picks up an object. The children will clap their hands if the child guesses correctly, or shake their heads if the guess is incorrect. The "guesser" will continue until s/he describes the correct object.

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6. Grace Carroll
35 E. Main Street
Kutztown, PA 19530

Art Activity for Thanksgiving-

children will make a turkey from a potato

Materials: potatoes, construction paper shapes for feathers, construction paper shapes for turkey heads, toothpicks to stick feathers into potato

Procedure: Take 6 feathers and thread them through the toothpicks. Take the toothpicks and stick the feather toothpick in the potato.

7. Judith Ann Pyle
661 Webster Ave.
Allentown, PA 18103

"Space Helmets"

Ages 2-5
Materials needed - white paper bags (appx. 6"x12"), yellow lightening bolts cut out of construction paper, stars cut out of white construction paper or silver foil.

Cut approximately five inches off botton of bag so bag rests on child's shoulders.

Cut oval or round hole in front of bag

Let children glue or paste lightening bolts and stars on their helmets.

8. Deborah Burke
1127 Liberty St.
Allentown, PA

age level: 4 yr. - kind.

Mix and model play dough:
2 parts flour
1 part salt
1 part water
food coloring

continued

"Handprints" - continued

Allow children to mix dough with their hands. Add water sparingly. Spread wax paper on the table and let the children roll dough to 1/4" thickness. Have each child press one hand firmly into dough with fingers closed. Trace around it with a sharp pencil. Write each child's name on the print. Cut out with a knife. Place the print on a baking sheet. Bake at 350 for 20 to 40 minutes. Watch so they don't get brown. Cool.

9. Carol Ebert
Mechanicsburg Learning Center
Keller and High Streets
Mechanicsburg, PA 17055

How to hang a mobile-

Take a long piece of yarn. Put straws on the yarn and form a triangle. Hang your mobile off the straws.

10. Jean Gehrke - Little People's Nursery School
113 N. Wayne St.
Robesonia, PA 19551

Pre-K - 1st grade

"Feely Handellas"

We explored our sense of touch by fingerpainting and doing handprints. We also sent notes home to parents asking them to help their child look for objects having various textures (ex: cotton balls, sandpaper, velvet material, etc.) After enjoying Robert Tallon's story Handella, the children created their own Handellas (or in some cases, Handelmers!) with the "feely items" brought from home. The "feely Handellas" were as unique and special as the children in our class due to their creative imaginations and the variety of texture objects each had brought from home.

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11. Nancy Garis
Tall Oaks Nursery School
Hatfield, PA

Rainy Day Exercise

Materials: overturned boat for steps, carpet runner, plastic bubble packing material taped to floor at end of runner.

Children form a line, climb steps, run along carpet, jump on plastic bubbles for a pop-pop-pop!

12. Julie Konemann
Kutztown
Kindergarten

Title: Shape Santa's Face
Age: 5-?
Materials: construction paper (red, green, white, blue, manilla), glue, scissors
Description of activity: This activity deals with shapes. The shapes included ate the rectangle, square, triangle, and circle. The child will cut a circle out of manilla paper to use as Santa's face. From the red paper, cut: a fairly large triangle for Santa's hat, a small square for the nose, and a rectangle for the mouth. From the white paper, cut: a fairly large triangle for a beard, two small rectangles for eyebrows, and a bigger rectangle for the moustache. From the green paper, cut a circle to be used as a pom-pom for the top of Santa's hat. From the blue paper, cut two small circles for the eyes.

After everything is cut out, paste the shapes in their proper positions to make Santa's face.

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(Mimi Gavigan) • Ginsberg Associates •

Family Therapy • Psychological Services • Organizational Consulting & Training • Interpersonal Skills Training

Session #2

PREVENTING PROBLEMS

Of the problem situations that occur in our relations with children, many are predictable. If a problem is predictable, you can take a positive approach and arrange the event or environment in order to prevent the problem. Structuring means planning so that a person will be more likely to be successful. Remember, nothing is as successful as success! !

STRUCTURING

1. Identify situations where problems have occurred.
2. Decide how you want things to work out (what do you want instead of the problem behavior).
3. Identify ways to avoid or solve the problem
   - what could go wrong?
   - are there built in methods to encourage success?
   - do you want to discuss the plan with the child?
4. Instruct the child about what he can expect and what you expect.
5. Have an alternate plan!
6. Praise the child when he does what you want.

NOTES

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Parent Management Skills
Family Communications
Play Sessions
Filial Sessions
Organizational Training

Session #3

LIMITS

Limits are guidelines which establish boundaries in which children are free to make certain choices and decisions. A child is more likely to control himself and be responsible when you let him know how far he can go by clearly stating, then enforcing limits. Limits are often necessary to protect the safety of the child or others and to protect property.

1. Set only those limits which are important enough to be enforced every single time they are broken.
2. Repeat the limit over and over again if necessary.
3. Make sure the child knows exactly what you expect of him.
4. When the child does what you've asked, praise him for doing so.

CONSEQUENCES

A consequence occurs as a result of a broken limit. If a limit has been stated several times and the child has neglected it after several warnings, build in a consequence appropriate to the broken limit.

1. Limits should be stated positively and specifically.
2. Let natural consequences follow a broken limit whenever possible.
3. When natural consequences don't work or apply, move on to logical consequences.
4. If logical consequences don't work, move on to an unrelated consequence. However, children learn best to be responsible for their actions when they experience natural or logical consequences which are related to their behavior.
5. Whether the consequence is natural, logical or unrelated, it should be no bigger or more severe than necessary to make the point.
6. Make sure the children haven't outgrown the need for the limit.
7. The consequence which scares children may appear to be the most effective, but often it will cause resentment, anger, withdrawal or acting out against you.

NOTES

I wonder what a family does that doesn't read together?
It's like not knowing each other's friends.
—Annis Duff

- It is important for adults to make literature a part of children's lives.

- Books can play a significant role in the lives of children, but the extent to which they do depends entirely upon adults.

- There is a great storehouse of literature to share with children, but the wealth could go unused if adults disregard their responsibilities.

- The responsibility lies first with parents, but is shared by all whose work reaches children.

- Children need to be exposed early through listening to and viewing books of literary quality.

- Long before children learn to read, they should have many experiences with stories and poems read or told to them by loving and enthusiastic adults.

- Plain and simple picture books, books of objects to name, series of pictures, and the uncomplicated images of nursery rhymes are important. If you miss this with children, something is lost that cannot be regained.

- The very best situation for reading aloud and sharing a book is with the young child on the adult's lap with the book in front of both. Eventually, the child leaves the lap, but is always close by the adult and the book. Then the child will open books, look at them, talk out loud about them, recite much of the text from memory. He may not yet recognize words, but he has learned that reading is fun, enjoyable, and comprehensible.

- This lap technique brings a special relationship of close physical contact, easily shared visual focus, and adult speech spoken directly into the child's ear. Furthermore, it stimulates meaningful conversation, and enlarges understanding. But, most importantly, it builds self worth.

- Using and reading books in the lap are the first steps in learning to read. A child who has had the lap technique at home comes to school ready to learn to read (or already reading).

- Child care centers and schools must provide the learnings of the lap technique for those children who never had a lap for reading.

- For those children who come to centers and school having the lap technique at home, the learnings of the lap should continue. The curriculum should be full of reading aloud and lap extenders – using books and poetry as motivators for talking, singing, dancing, moving, dramatizing, drawing, painting, constructing, creating, and using the imagination.

- Fortunate are those children who have "A Lap to Sit On and Much More!"

Doris Burkhart, Early Learning/Language Arts Consultant
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Session #4

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Finger Plays, Poems, Dramatizations To You From Me - Mrs. B.

Jack in the box
Sits so still
Won't you come out?
Yes, I will.

I'll point to the light,
And then to the right,
I'll point to the left
And now - I'll point to myself.

Point to the right of me
Point to the left of me
Point up above me
Point down below
Right, left, up,
And down so slow

Here's a ball
And here's a ball
And a great big ball I see
Let's count them
1 - 2 - 3.

Like a leaf or a feather
In the windy windy weather
I will whirl around
And twirl around
And all fall down together

My hands upon my head I place,
On my shoulders, on my face
At my waist and by my side
And now behind them I will hide
Then I will raise them way up high
And let my fingers fly, fly, fly
Then clap, clap, clap
And 1 - 2 - 2
See how quiet they can be.

Way up in an apple tree
Two little apples looked at me
I shook the tree as hard as I could
Down fell the apples
[illegible] they were good.

-------- -

I like to rake the leaves
In a great big hump
Then, I step back
Bend both my knees
And jump.

Here's a bunny with ears so funny
Here's his hole in the ground
With every noise he hears
Up go his ears
And POP, he jumps into his hole in the ground.

Here comes a bunny
hop,hop,hop
See his ears go flop, flop, flop.
See his eyes go blink, blink, blink
See his nose go twink, twink, twink.

Here comes a squirrel
With a bushy tail
He's frisking all around
And every day
He stores away
The nuts that he has found

See my big and scary eyes
Look out now
A big surprise
"BOO".

Five little Indians in a teepee
Sleeping quietly as can be
Along comes the chief and what do you think?
Up jumped the Indians - quick as a wink.

Gobble-gobble who is that?
Turkey gobbler big and fat
Gobble -gobble what does he say?
Don't eat me Thanksgiving Day.

-------- -

The funny clown is coming to town
He turns around
And falls right down.

The steam shovel twists his long neck around
And bites off a great big piece of ground
He swings it around with a bumpity bump
And spits it all out with a dumpity dump.

When you send a valentine
That's the time for fun
Push it underneath the door
Ring the bell and run.
(Variant: May basket-hang it on the door knob).

Here's a hill all covered with snow
Here's my sled and away I go
I walk to the top; I never stop
Then "ZOOM" down the hill I go.

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A Little Baby

I know a little baby
His name is Tiny Tim
I put him in the bathtub
To teach him how to swim
He drank up all the water
He ate up all the soap
He tried to eat the bathtub
But it wouldn't go down his throat.
(unauthored folk verse)

Pussy Willow

Close your eyes
And do not peek
And I'll rub spring
Across your cheek
-Aileen Fisher

Surprise

When I woke up this morning
I saw a big surprise
So much snow
I could hardly believe my eyes.
-Anonymous

Fog

The fog comes
on little cat feet.
-Carl Sandburg

People

Hour after hour
In many places,
People sit
Making faces.
-Wm. Smith

I have a dog
I have a cat
I've got a frog
Inside my hat.
-David McCord

I'm Glad

I'm glad the sky is painted blue.
I'm glad the earth is painted green.
With such a lot of nice fresh air
All sandwiched in between.
-Unknown

New Shoes

I have new shoes in the Fall-time
And new ones in the Spring.
Whenever I wear my new shoes
I always have to sing.

III

The pickety fence
The pickety fence
Give it a lick it's
The pickety fence
Give it a lick it's
A clickety fence
Give it a lick it's
A lickety fence
Give it a lick
Give it a lick
Give it a lick
With a rickety stick
Pickety
Pickety
Pickety
Pick
-David McCord

Spring (Dancing A Poem)

I'm shouting
I'm singing
I'm swinging through the trees
I'm winging sky high
With bhe buzzing black bees.
I'm the sun
I'm the moon
I'm the dew on the rose.
I'm a rabbit
Whose habit
Is twitching his nose.
I'm lively
I'm lovely
I'm kicking my heels
I'm crying "come dance"
To fresh water eels
I'm racing through meadows
Without any coat.
I'm a gamboling lamb
I'm a light leaping goat
I'm a bud
I'm a bloom
I'm a dove on the wing
I'm running on rooftops
And welcoming spring!
-Karla Kuskin

Mix A Pancake

Mix a pancake
Stir a pancake,
Pop it in the pan;
Fry the pancake,
Toss the pancake,
Catch it if you can.
-Christina Rosseti

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Sandra Fisher
Kutztown University
Session #6

COMPUTER BOOKS

Pupils

1. French, Francis. Zeney Jacobs, William Moulds, Jacob Schuchman. Beginning Computer Programming. BASIC. Allyn and Bacon, Inc., Boston, Mass., 1984. (Plus Teacher's Guide).
2. Marrapodi, Maryann, Howard Bolin, Mariano Guzman. Practicing Programming on the TRS-80. Random House, Inc., N.Y. 1984.
3. Mass, Lynne. Kids Working With Computers. Trillium Press, N.Y. 1983.
4. Rice, Jean. My Friend-The Computer. T.S. Denison & Co., Inc., Minneapolis, Minn. 1981.
5. Rice, Jean and Marian Haley. My Computer Picture Dictionary. T.S. Denison & Co., Inc., Minneapolis, Minn. 1981.
6. VanHorn, Royal. Computer Programming For Kids and Other Beginners. Sterling Swift Publ. Co.-Austin, Texas. 1982.

Teacher Instruction Books

1. Lipscomb, Susan and Margaret Zuanich. BASIC FUN: Computers Games, Puzzles, and Problems Children Can Write. Avon Books, N.Y. 1982.
2. Rice, Jean. Teacher's Guide and Activities Book to Accompany "Computers-are Fun". T.S. Denison and Co., Inc. Minneapolis, Minn. 1981.
3. Rice, Jean and Sandy O'Connor. Computers are Fun. T.S. Denison & Co., Inc., Minneapolis, Minn. 1981.
4. VanHorn, Royal. Teaching Computer Programming to Kids and Other Beginners. Sterling Swift Publ. Co., Austin, Texas. (TRS-80, Apple, TRS-80 Color Computer).

General Computer Books

1. Ahl, David. Basic Computer Games. Workman Publ. Co., N.Y. 1978.
2. Ahl, David. More Basic Computer Games. Workman Publ. Co., N.Y. 1979.
3. Bent, Robert and George Setheres. BASIC: An Introduction to Computer Programming-2nd ed. Brooks/Cole Publ. Co., Monteray, Calif. 1982.
4. Cavanaugh, Ann. The Computer Primer: A Complete Guide For Gifted Beginners. Trillium Press, N.Y. 1983.
5. Coburn, Peter, Peter Kelman, Nancy Roberts, Thomas Snyder, Daniel Watt, Cheryl Weiner. Practical Guide to Computers in Education. Addison-Wesley Publ. Co., Reading, Mass. 1982.

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6. Horn, Carin and James Poirot. *Computer Literacy: Problem- Solving with Computers*. Sterling Swift, Austin, Texas. 1981.

7. Hunter, Beverly. *My Students Use Computers: Learning Activities for Computer Literacy*. Reston Publ. Co., Inc. Reston, Va. 1983.

8. Lathrop, Ann and Bobby Goodson. *Courseware in the Classroom*. Addison-Wesley Publ. Co., Reading, Mass. 1983.

9. McDermott, Vern and Diane Fisher. *Learning BASIC Step by Step*. Computer Science Press., Rockville, Md. 1982. (Plus Teacher's Guide).

10. Miller, Joan. Ruth King Chaya and Debra Santora. *BASIC Programming for the Classroom Teacher*. Teacher'sCollege Press. N.Y. 1982.

11. Nahigian, J. Victor and William Hodges. *Announcing: Computer Games for Business, School, and Home*. Winthrop Publ. Inc., Cambridge, Mass. 1980. (TRS-80 Level II Basic).

12. Rice, Jean. *Teacher's Guide & Activity Book to Accompany "My Friend the Computer."* T.S. Denison & Co., Inc. Minneapolis, Minn. 1981.

13. Steimer, Margaret. *TRS-80 For the Beginning Beginner*. Enrich/Ohaus, San Jose, Calif. 1983.

14. Willis, Jerry and Merl Miller. *Computers for Everybody*. Dilithium Press., Beaverton, Oregon. 1981.

15. Willis, Jerry and William Danley, Jr. *Nailing Jelly to a Tree*. Dilithium Press., Beaverton, Oregon. 1981.

16. Zabinski, Michael. *Introduction to TRS-80 Level II Basic and Computer Programming*. Prentice-Hall, N.J. 1980.

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Name: Susan A. Miller Session #7
Address: Early Learning Center
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Kutztown, PA 19530 (215) 683-4281

Game: "Pattern Clap"

The Game Develops: Sequential memory
Memory, through a variety of modalities: visual, auditory and kinesthetic
Auditory discrimination
Reproduction of sound patterns
Coordination and control of small hand and finger muscles
Body awareness

Age(s): All-The level of difficulty can be adjusted with the variations.

Directions: If the teacher and one child are playing, they should sit opposite each other. If a group is playing, everyone should sit in a circle.

For the youngest-The teacher should begin very simply with a two pattern clap. Have the child(ren) duplicate the pattern. Vary it with a pause or soft/loud clap. Add another clap. Then vary the pattern of the three claps. Allow the child(ren) an opportunity to be the "leader."

For older children-(1) Have the "leader" continue until the group's frustration level is reached. Begin again with a new pattern. (2) Have each person in the circle take a turn repeating the pattern, adding one more clap and passing the pattern on to the person on the right. See how long the pattern can be duplicated. Then start again!

Variations: (1) Add a finger snap, knee tap, or other body action to the pattern.
(2) Sing a la-la-la pattern instead of clapping.

A "Brown Bagger" Workshop
by Helen Krizan
Early Learning Center
Kutztown State College
Kutztown, PA 19530

"Arts and Crafts for Summer Fun"

Session #8

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Crayons

Rubbings

Place textural object under paper and rub with a crayon until object appears.

Sandpaper

When drawing is complete, cover it with sandpaper. Using a warm iron press, until you see the wax come thru. Lift paper to see the print.

Crayon Resist

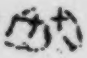
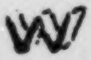
Make a drawing. Paint over it with watercolor. The wax of the crayon will resist the paint.

Construction Paper

Quilling

Cut several narrow strips. Fold, and/or roll one strip at a time. Dip bottom edge of strip in glue and place on paper.

Origami Puppet

1. Using a 9 x 12 sheet fold length wise in thirds.
2. Fold in fourths with ends meeting in the middle. 
3. Fold in half with ends on the outside. 
4. Fold features. To work, place thumb and fingers through opening.

Haiku Book

Cut 2" strip. Fold back and forth. Attach each end to a 2½" cardboard square. Fill the book with words or pictures.

Mosaic Book Marker

Using a hole punch, cut out several little circles. Cut a small strip 1½" x 7". Wherever a circle is to be placed, put a little dot of glue on the strip. Cover each dot of glue with a circle using an open safety pin.

Geometric Mosaic

Cut a variety of geometric shapes. Glue on paper or arrange shapes to form a picture and then glue down.

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Printmaking

String Pull

Dip string in paint and place between a piece of folded paper and pull string while holding on to paper.

Blottos

Fold paper in half. Along one side of the crease, sprinkle a few drops of paint of each color used. Fold paper in half again and press with hand. Open paper. The blotted paint might resemble several things (butterfly, flower). Cut out blotto shape and mount on another piece of paper.

Hand Prints

Using poster paint that is not too wet (just sticky) dab fingers, first, or side of the hand and press them gently onto paper. Let dry and then add details to make pictures.

From the Kitchen Printmaking

Prints can be made from several things found in the kitchen by dipping bottom side in a plate of paint and pressing on a sheet of paper several times.

Prints can be made by using:

- Cookie cutters
- Vegetables (cut in half). Potato (designs can be carved)
- Sponges (cut in an interesting shape)
- Meat trays (cut into a shape with scissors or by pressing a cookie cutter thru)

Rubber Band Print

Wrap a few rubber bands around a piece of wood. Dip bottom side in a plate of paint and press onto paper.

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Painting

Soda Straw Painting

Dab on several little pools of paint with a brush on paper. Using a straw, blow out the pools of paint. (Details can be added to make the blown paint look like flowers or fireworks.)

Damp Paper Watercolor

Soak paper in water. (Blot up any pools of water). Paint. Add salt on different areas for a snowy effect.

Nature Painting

Try painting with sticks, pine needles etc.

Tissue Paper

Bleach Out

Tape tissue paper around a plain index card. Dip a Q-tip into a shallow dish of chlorox bleach and apply to tissue paper. Wherever the Q-tip has touched the paper it will turn white magically. Also works with colored construction paper.

Collage

Make a collage by over lapping various shapes using a brush dipped in either blue starch or watered down white blue. Make a collage on:

Paper
Paper Plates
Clear plastic bottle
Aluminum Foil
Or utilize clear contact paper using the sticky side instead of glue or starch. Then cover the back with paper or more contact paper.

Flowers

Fold six square pieces of tissue paper accordian style (a) Fold in half. (b) Snip inside corners and scallop outside ends. (c) Unfold and tie pipe cleaner around the middle tight. Make flower by gently separating sheets apart.

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Square Textures

Cut several 1" squares of tissue paper. Wrap around end of a pencil with paper around pencil, dip end in glue. Press gently on paper releasing pencil.

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From the Kitchen

Bread Dough

My favorite recipe is:
2 C. Flour
1 C. Salt
2 T. Salad Oil
1 C. Water

Mix ingredients and knead into a nice medium dough. Can add food coloring for color. For glaze, mix 1 egg white and 1 T. water. Brush over bread dough piece. Bake at 350° 10-30 min. depending on size of the object.

Things to make:

Wall hangings - insert hairpin(s) and bake right in for hangers.
Pockets - make an oblong shape and fold bottom half up for pocket. Fill with aluminum foil for baking and remove afterward. Put in flowers.
Window hangings - use cooking cutters. For shapes, add crushed lifesavers to cut holes for stained glass window effect.
Beads - make ball and stick a pencil through it for a hole.

Decorating Tips

In bread dough art, water is the same as glue. If you add anything, always put a dab of water where you want to attach the piece.

Use dyed pasta.
Use your finger tips for borders.
Make different textures by using common objects such as paperclips, keys, utensils, etc.
Use your imagination!

Paper Plate Holders

Cut one plate in half. Decorate one plate half and another full plate. Put the two plates together to form a pocket. Using a hole punch make holes around the rounded edges of both plates. Lace the two plates together with yarn. Add a string across the back for hanging.

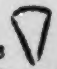
Pasta

Pasta can be dyed by shaking it in food color and rubbing alcohol in a plastic bag.

Pasta Ideas:

Make Jewelry: Necklaces, rings, etc.
Use to decorate bread dough.
Make collages on paper or paper plates.

Coffee Filters

Fold into eighths  and dip each corner into food color diluted with white vinegar. For a snowflake effect cut small triangles into folded filter before dying.

Nature Crafts

Sticks, Seeds, and Leaves

a) Shadow Box - Print or line a shallow box with paper or material. Divide box into sections using cardboard or paper strips. Fill each section with an interesting display of sticks, seeds and leaves.

b) Collage - Arrange sticks, seeds and/or leaves to make a picture or interesting design on paper. Glue down and let dry.

Pet Rocks - Make imaginative pets using smooth stones glued on to a larger stone base. Use thin tip felt tip markers to add features. Decorate with sequins, dried flowers, etc.

Pressed Flowers - Press flowers between sheets of newspaper weighted down by heavy books for a week, changing newspaper occasionally. Arrange on paper and secure with a few drops of glue. Cover flowers with clear contact paper.

Things to make:

Note Paper
Book Mark
Greeting Card
Pendant

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Treasures from the Trash

Bandaide Box (with the leather lock)

First cover box with two layers of masking tape. Add a third layer but this time in small torn pieces. For a leather look, cover with shoe polish wiping off the excess. Let Dry. For glossy finish, coat with polymer medium (glossy).

Materials

a) Collage

Cut material scraps using pinking shears. Use blue starch or watered-down glue to attach the material scraps to desired surface (e.g. a box, can paper, etc.)

b) Flowers

Using pipe cleaners, form four to six petal loops. Dip the bottom side of each loop in a plate of glue and then place on right side of material scrap. Let Dry. Cut off excess material around each loop. To form flower twist stems of four to six petals into one stem and shape petals with your fingers as desired. Optional--glue pom-pom or button for flower center.

Q-Tips

Dye cotton ends in different colors of food coloring and vinegar. Let Dry. Arrange Q-tips in an interesting design or picture and glue into place.

Boxes

a) Box Sculpture

Using an assorted array of boxes and other miscellaneous materials, let your child use his/her imagination in constructiong robots, animals, monsters, etc. Use glue or tape whenever needed.

b) Cardboard Relief

Cut several small shapes of thick cardboard. Arrange shapes into an interesting design or picture on a larger sheet of cardboard. Glue and let dry. Cover relief with aluminum foil and gently rub the relief side until the shapes appear. (Optional - cover relief with black paint and rub off only raised surfaces.)

c) Peep Hole Box

Cut a spy hole in the end of the box. Cut a number of openings in the lid for light. Decorate the sides of the box first with paper, paint, etc. Create a scene inside using a variety of materials.

Egg Cartons

a) Carton Creature

Make imaginative creatures using individual or several "egg pockets." Add various materials such as pipe cleaners, paint, sequins, etc.

b) Bubble Pipes

Insert straw in the side of egg pocket. Fill pocket with a little bit of water with liquid soap and blow bubbles. Optional - decorate pipe with sequins, etc.

c) Picture Frame Lids

Make a pretty picture frame by covering the frame with foil. Decorate with markers or gule materials on. Attach picture in the middle.

Resource Guide

Stores

a) Kutztown State College Bookstore (Next to Early Learning Center)
Sale in May

b) Dick Blick (East)
Broad and 7th Sts.
Emmaus, PA
Catalog (965-6051)

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c) Utrech
Spruce and Broad
Philadelphia College of Art
Philadelphia, PA (946-7796)